Voices College-Bound Language Academies

Board Meeting

(Documents available for review. Request at info@voicescharterschool.com)

Date and Time

Tuesday June 21, 2022 at 5:00 PM PDT

Location

https://us02web.zoom.us/j/83238098170

Meeting ID: 832 3809 8170

Passcode: 732252

Dial by your location

+1 669 900 6833 US (San Jose)
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 929 205 6099 US (New York)
+1 301 715 8592 US (Washington DC)
+1 312 626 6799 US (Chicago)

Meeting ID: 832 3809 8170

Passcode: 732252

Note:
SPANISH TRANSLATION: If you need Spanish audio translation in order to access the Voices Board meeting, p
lease send a request to info@voicescharterschool.com or call Lizzette Ramirez at (408) 791-1609 Ex 1052 at le

ast 24 hours before the start of the meeting. If you would like to make a public comment in Spanish and would lik e us to translate to English for the Board, please send a request to info@voicescharterschool.com or call Lizzett e Ramirez at (408) 791-1609 Ex 1052 at least 24 hours before the start of the meeting.

Si necesita traducción de audio al español para acceder a la reunión de la Mesa Directiva de Voices, envíe una solicitud a info@voicescharterschool.com o llame a Lizzette Ramirez a (408) 791-1609 Ex 1052 por lo menos 24 horas antes del inicio de la reunión. Si desea hacer un comentario público en español y desea que lo traduzcam os al inglés para la Mesa Directiva, envíe una solicitud a info@voicescharterschool.com o llame a Lizzette Rami rez a (408) 791-1609 Ex 1052 por lo menos 24 horas antes del inicio de la reunión.

Join Zoom Meeting

https://us02web.zoom.us/j/87278116100

Meeting ID: 872 7811 6100

Passcode: 425564

Dial by your location
- +1 346 248 7799 US (Houston)
- +1 669 900 6833 US (San Jose)
- +1 253 215 8782 US (Tacoma)
- +1 312 626 6799 US (Chicago)
- +1 929 205 6099 US (New York)
- +1 301 715 8592 US (Washington DC)

Meeting ID: 872 7811 6100
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Instructions For Presentations To The Board By Parents and Citizens
PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	Opening Items			
	A. Record Attendance		Servando Sandoval	3 m

		Purpose	Presenter	Time
B.	Call the Meeting to Order		Servando Sandoval	2 m
C.	Public Comment (on items not on the Agenda)		Servando Sandoval	15 m

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 **5:20 PM**

A.	Approve Minutes	Approve Minutes	Servando Sandoval	3 m

Approve minutes for Board Meeting: Special Session on June 8, 2022

B.	Approve Minutes	Approve Minutes	

Approve minutes for Board Meeting on June 8, 2022

C.	Approve Minutes	Approve Minutes	

Updated minutes

D.	Approve 22-23 Employee Handbook	Vote	
E.	Approve 2022-2023 Academic and Operations Calendar for Voices Morgan Hill	Vote	
F.	Approve Voices Morgan Hill 22-23 Instructional Minutes	Vote	
G.	Approve Contracts	Vote	
H.	2022-23 EPA Resolution & Spending Plan (for each Voices school)	Vote	

Separate resolutions and spending plans for Flagship, MH, MP, Stockton and WCC.

I.	Declarations of Need	Vote	

Approve DONs for each school

J.	2022-23 SCCOE STRS MOU	Vote	

		Purpose	Presenter	Time
	Voices Flagship			
	Voices Morgan Hill			
	Voices Mount Pleasant			
III.	**Public Hearings for Revised 2021-2022 LCAP as SPSA**			**5:23 PM**
A.	Public Hearing: Voices Flagship 21-22 Revised LCAP as SPSA	Discuss	Dena Koren	3 m
B.	Public Hearing: Voices Morgan Hill 21-22 Revised LCAP as SPSA	Discuss	Servando Sandoval	3 m
C.	Public Hearing: Voices Mount Pleasant 21-22 Revised LCAP as SPSA	Discuss	Servando Sandoval	3 m
D.	Public Hearing: Voices West Contra Costa 21-22 Revised LCAP as SPSA	Discuss	Servando Sandoval	3 m
E.	Public Hearing: Voices Stockton 21-22 Revised LCAP as SPSA	Discuss	Servando Sandoval	3 m
IV.	**Approval for 21-22 Revised LCAPs as SPSAs**			**5:38 PM**
A.	Approval of Voices Flagship 21-22 Revised LCAP as SPSA	Vote	Servando Sandoval	2 m
B.	Approval of Voices Morgan Hill 21-22 Revised LCAP as SPSA	Vote	Servando Sandoval	2 m
C.	Approval of Voices Mount Pleasant 21-22 Revised LCAP as SPSA	Vote	Servando Sandoval	2 m
D.	Approval of Voices West Contra Costa 21-22 Revised LCAP as SPSA	Vote	Servando Sandoval	2 m
E.	Approval of Voices Stockton 21-22 Revised LCAP as SPSA	Vote	Servando Sandoval	2 m
V.	**22-23 LCAP Approval**			**5:48 PM**
A.	FS 22-23 LCAP Approval	Vote	Servando Sandoval	3 m

		Purpose	Presenter	Time

The Board conducted a public hearing to allow the public to comment on the current LCAP plan and provide input on areas of focus as new funding becomes available. The public hearing for each school was held separately on June 8, 2022.

The Board must subsequently approve these plans to be compliant with current law.

B. MH 22-23 LCAP Approval — Vote — Servando Sandoval — 3 m

The Board conducted a public hearing to allow the public to comment on the current LCAP plan and provide input on areas of focus as new funding becomes available. The public hearing for each school was held separately on June 8, 2022.

The Board must subsequently approve these plans to be compliant with current law.

C. MP 22-23 LCAP Approval — Vote — Servando Sandoval — 3 m

The Board conducted a public hearing to allow the public to comment on the current LCAP plan and provide input on areas of focus as new funding becomes available. The public hearing for each school was held separately on June 8, 2022.

The Board must subsequently approve these plans to be compliant with current law.

D. Stockton 22-23 LCAP Approval — Vote — Servando Sandoval — 3 m

The Board conducted a public hearing to allow the public to comment on the current LCAP plan and provide input on areas of focus as new funding becomes available. The public hearing for each school was held separately on June 8, 2022.

The Board must subsequently approve these plans to be compliant with current law.

E. WCC 22-23 LCAP Approval — Vote — Servando Sandoval — 3 m

The Board conducted a public hearing to allow the public to comment on the current LCAP plan and provide input on areas of focus as new funding becomes available. The public hearing for each school was held separately on June 8, 2022.

The Board must subsequently approve these plans to be compliant with current law.

VI. Board Business — 6:03 PM

A. UPK Plan — Discuss — Elizabeth Aguilar — 5 m

VII. Finance/Budget — 6:08 PM

		Purpose	Presenter	Time
A.	Resolution: Short-Term Loan Agreement between Voices College-Bound Language Academy and Voices College-Bound Language Academy at Mt. Pleasant	Vote	Dena Koren	5 m
B.	Resolution: Short-Term Loan Agreement between Voices College-Bound Language Academy and Voices College-Bound Language Academy at Stockton	Vote	Dena Koren	2 m
C.	Resolution: Financial Support for Voices College-Bound Language Academy at Mt. Pleasant	Vote	Dena Koren	5 m
D.	Resolution: Financial Support for Voices College-Bound Language Academy at Stockton	Vote	Dena Koren	2 m
E.	2022-23 Budget – Review, discussion and approval of budget for the 22-23 school year (each school separately) Voices Flagship Voices Morgan Hill Voices Mount Pleasant Voices West Contra Costa Voices Stockton	Vote	Dena Koren	20 m

VIII. Closed Session — 6:42 PM

A.	Anticipated Litigation (Pursuant to Gov. Code § 54956.9(d)(2) or (3)			20 m
B.	Conference with Real Property Negotiators			20 m

IX. Reconvene Open Session — 7:22 PM

A.	Report on action taken in closed session	FYI	Servando Sandoval	1 m

X. Closing Items — 7:23 PM

		Purpose	Presenter	Time
A.	Adjourn Meeting	Vote	Servando Sandoval	2 m

Coversheet

Approve Minutes

Section: II. Consent Items
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting: Special Session on June 8, 2022

APPROVED

Voices College-Bound Language Academies

Minutes

Board Meeting: Special Session

Date and Time
Wednesday June 8, 2022 at 6:30 PM

Location
https://us02web.zoom.us/j/87278116100

Meeting ID: 872 7811 6100

Passcode: 425564

Dial by your location
- +1 669 900 6833 US (San Jose)
- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
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Directors Present
A. Miller (remote), D. Cadette (remote), I. Connell (remote), K. Wisckol (remote), S. Perez (remote), S. Sandoval (remote), W. Plasencia (remote)

Directors Absent
None

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

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

S. Sandoval called a meeting to order on Wednesday Jun 8, 2022 at 6:37 PM.

C. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency

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

No public comments.

II. Board Business

A. Approve Voices Mount Pleasant revised school calendar and instructional minutes

K. Wisckol made a motion to approve Voices MP revised school calendar and instructional minutes.
S. Perez seconded the motion.
The team **VOTED** unanimously to approve the motion.

Roll Call

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

III. Closing Items

A. Adjourn Meeting

K. Wisckol made a motion to adjourn meeting.
D. Cadette seconded the motion.
The team **VOTED** unanimously to approve the motion.

Roll Call

K. Wisckol	Aye
I. Connell	Aye

Roll Call

S. Sandoval	Aye
S. Perez	Aye
D. Cadette	Aye
W. Plasencia	Aye
A. Miller	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:43 PM.

Respectfully Submitted,
L. Ramirez

Coversheet

Approve Minutes

Section:	II. Consent Items
Item:	B. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on June 8, 2022

APPROVED

Voices College-Bound Language Academies

Minutes

Board Meeting

(Documents available for review. Request at info@voicescharterschool.com)

Date and Time
Wednesday June 8, 2022 at 5:00 PM

Location
https://us02web.zoom.us/j/87278116100

Meeting ID: 872 7811 6100

Passcode: 425564

Dial by your location
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Join Zoom Meeting

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

Directors Absent
None

Directors who arrived after the meeting opened
D. Cadette

Guests Present
L. Ramirez (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

S. Sandoval called a meeting of the board of directors of Voices College-Bound Language Academies to order on Wednesday Jun 8, 2022 at 5:04 PM.

C. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency

K. Wisckol made a motion to approve board findings relating to teleconference meetings during state of emergency.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

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

No public comments.

II. Consent Items

A. Approve Minutes

K. Wisckol made a motion to approve the minutes from Board Meeting on 03-02-22.
W. Plasencia seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

B. Approve 2022-2023 Academic and Operations Calendar for FM, MP, WCC and Stockton

K. Wisckol made a motion to approve 2022-23 academic and operations calendar for FM, MP, WCC and Stockton.
W. Plasencia seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

Roll Call

K. Wisckol	Aye
S. Sandoval	Aye

C. Approve Voices 2022-23 Instructional Minutes

K. Wisckol made a motion to approve Voices 2022-23 Instructional Minutes.
W. Plasencia seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

D. Approve Contracts

K. Wisckol made a motion to approve contracts.
W. Plasencia seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

D. Cadette arrived at 5:15 PM.

III. LCAP Hearings

A. Annual Update for Developing the 2022-23 Local Control and Accountability Plans

Elizabeth Aguilar, CAO presented annual update for developing the 2022-23 local control and accountability plans.

B. FS LCAP Hearing

No public comments.

C. MH LCAP Hearing

No public comments.

D. MP LCAP Hearing

No public comments.

E. Stockton LCAP Hearing

No public comments.

F. WCC LCAP Hearing

No public comments.

IV. Board Business

A. Committee updates

I.Connelll presented Finance Committee udpates.
K.Wiscol presented via PowerPoint, Governance Committee updates.

V. Closed Session

A. Anticipated Litigation (Pursuant to Gov. Code § 54956.9(d)(2) or (3)

Closed session convened 5:28 PM.

B. Conference with Real Property Negotiators

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

VI. Reconvene Open Session

A. Report on action taken in closed session

Reconvened open session at 6:36 PM. No action items to report.

VII. Closing Items

A. Adjourn Meeting

D. Cadette made a motion to adjourn meeting.
A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call	
K. Wisckol	Aye
I. Connell	Aye
A. Miller	Aye
D. Cadette	Aye

Roll Call

S. Sandoval Aye
W. Plasencia Aye
S. Perez Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:37 PM.

Respectfully Submitted,
L. Ramirez

Coversheet

Approve Minutes

Section: II. Consent Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: 211201 Voices Board Minutes - Updated.pdf

APPROVED

Voices College-Bound Language Academies

Minutes

Board Meeting

Date and Time
Wednesday December 1, 2021 at 2:00 PM

Zoom Meeting
https://us02web.zoom.us/j/84445425805?pwd=MDBWS3JUc0tRNG5zVE1PMUhpUzBXZz09
Meeting ID: 844-4542-5805
Password: 3097
Dial
(408) 638 0968 (San Jose)

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

Directors Absent
None

Directors who arrived after the meeting opened
I. Connell

Non Voting Members Present
F. Teso (remote)

Guests Present
L. Ramirez (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

S. Sandoval called a meeting of the board of directors of Voices College-Bound Language Academies to order on Wednesday Dec 1, 2021 at 2:04 PM.

C. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency

D. Cadette made a motion to approve of Board Findings relating to Teleconference meetings during State of Emergency.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

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

No public comments.

II. Consent Items

A. Approve Minutes

A. Miller made a motion to approve the minutes from Board Meeting on 10-25-21.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

B. Depreciation Policy

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

Roll Call

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

III. Board Business

A. Community Survey

D.Flores shared community survey results via power point.

B. Finance Updates and Fiscal Approvals

Dena Koren (EdTech) presented finance updates via power point.
I. Connell arrived at 2:51 PM.
D. Cadette made a motion to Approve 1st Interim Financials.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

A. Miller made a motion to Approve Educator Effectiveness Grant Voices Flagship.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

A. Miller made a motion to Approve Educator Effectiveness Grant Voices WCC.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

A. Miller made a motion to Approve Educator Effectiveness Grant Voices Stockton.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

A. Miller made a motion to Approve Educator Effectiveness Grant Voices Morgan Hill.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

A. Miller made a motion to Approve Educator Effectiveness Grant Voices Mount Pleasant.
K. Wisckol seconded the motion.

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

Roll Call

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

C. Committee updates

- D.Koren and I.Connell provided Finance committee updates via power point.
- K.Wisckol provided Governance committee updates.

IV. Closed Session

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

Closed session convened at 3:02 PM.

V. Reconvene Open Session

A. Report on action taken in closed session

Reconvened open session at 4:43 PM.

No actions taken during closed session.

B. Voices San Joaquin Opening Decision

F.Teso shared Voices San Joaquin opening decision.
K. Wisckol made a motion to approve to not open Voices San Joaquin.
A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

VI. Closing Items

A. Adjourn Meeting

D. Cadette made a motion to adjourn meeting.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sandoval	Aye

Roll Call

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:50 PM.

Respectfully Submitted,
S. Sandoval

Coversheet

Approve 22-23 Employee Handbook

Section: II. Consent Items
Item: D. Approve 22-23 Employee Handbook
Purpose: Vote
Submitted by:
Related Material: 2022-2023 Voices Staff Handbook.pdf



Employee Handbook
2022-2023

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I. WELCOME TO VOICES COLLEGE - BOUND LANGUAGE ACADEMIES

Welcome Statement!

On behalf of the Board of Directors, staff, and students of Voices College-Bound Language Academies ("Voices" or "Voices Academies"), we would like to welcome you to our community of learners in pursuit of an excellent education for all children. At Voices Academies, we believe that each one of us has strengths to offer in addition to having areas for growth. We deeply value your commitment to work at Voices Academies and to engage in our collaborative process of learning for all. We are excited to learn and grow with you.

Mission

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

Vision

Always working with our mission in mind will enable us to reach our vision. We believe **all** students graduating from Voices Academies will possess the knowledge, skills and confidence to succeed in any career path they **choose** to pursue in life by mastering academic standards and developing a deep understanding of subject matter. Students will have a **heightened awareness of the endless possibilities** for their future and will be able to think critically by asking the right questions, especially when confronted with the status quo.

With the guidance of teachers and staff, like yourself, who are dedicated to being active participants in a professional learning community driven by student learning and parents who work in partnership with the school, students will have a lifelong intrinsic desire to learn and a sense of social responsibility to make their communities better for those that come after them.

Ultimately, Voices Academies will be a place where:

1. All adults believe all students can learn and achieve at high academic levels.
2. All students are achieving at levels superior to state standards.
3. All students are bilingual, biliterate and bicultural.
4. All students are strong communicators.
5. All students realize their power to construct a new reality for themselves and their communities.
6. All teachers provide differentiated instruction that is standards based and founded on best practices.
7. All teachers' collaboration, planning and instruction is driven by analysis of student achievement data.

This handbook is a guide for Voices Academies employees as we seek to carry out our important work and achieve our mission.

Handbook Use and Purpose

This Handbook is designed to help employees get acquainted with Voices Academies. It explains our philosophies and beliefs, and describes in general terms, our employment guidelines. Although this Handbook is not intended to be an official policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at Voices Academies. You may view Voices Academies' official policies at the front office. Employees

should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of Voices Academies or its employees. In no way does the Handbook replace the official plan documents (i.e., health insurance, retirement plan, etc.) or at-will employment agreement, which will govern in all cases. Voices Academies reserves full discretion to add, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Voices Academies also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Executive Director with Board approval has the authority to enter into any employment or other agreement that modifies Voices Academies policies. Any such modification must be in writing.

Once you have reviewed this Handbook, please sign the employee acknowledgement form within 5 days of employment. This signed acknowledgement demonstrates to Voices Academies that you have read, understand and agree to comply with the policies outlined in the Handbook.

II. THE PROFESSIONAL ENVIRONMENT

Charter School Background

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The “Charter” establishing each such school is a performance contract detailing the school’s mission, program, goals, students served, methods of assessment, and ways to measure success. The length of time for which charters are granted in California is typically 5 years. At the end of the term, the entity granting the charter may renew the school’s charter. Charter schools are accountable to their authorizer to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the authorizer that grants them, the parents who choose them and the public that funds them.

General Professional Expectations

At Voices Academies, we regard the work we do of utmost importance. Therefore, we have very high expectations for professionalism and performance of each one of our employees. All employees should treat all individuals, students, teachers, administrators, volunteers, and family members with respect and approach all situations as opportunities to learn. Every employee must consider it an honor to be in the presence of children!

Voices Academies Guiding Principles

At Voices Academies, we are guided by several principles that shape how we interact and work together. The principles are woven throughout our curriculum and are the standards by which we measure our individual behavior and community culture. Employees are expected to conduct themselves at all times in a manner consistent with the Voices Academies Guiding Principles for personal character and professionalism, with children, parents, prospective parents, coworkers, and the community.

Voices Academies guiding principles are:

<u>Personal Responsibility</u>

Teachers, parents and students will be held up to the highest expectations of personal responsibility. The saying “No Excuses” will influence our practice. Although times may be

trying and outside influences seem overwhelming, we will look within ourselves to take responsibility for our actions. For instance, teachers will not make excuses for low achievement, students will not make excuses for lack of effort, and parents will not make excuses for truancy or student conduct. Only then can we move forward and make positive change. Likewise, all stakeholders will understand that they have a personal responsibility to help others and to share their expertise and talents with others.

Absolute Determination

We each will look within ourselves to overcome obstacles. Taking into account that many Voices Academies students and families may face adversity, they will discover that through perseverance these challenges can be overcome. Students will understand that nothing is beyond their reach. They all have potential; they only need apply the effort to make their dreams reality.

Community

No one at Voices Academies ever works alone. Together parents, teachers and students will accomplish great feats. The notion that despite our differences and diversity, we are all moving towards the same vision of high student achievement will unite us. For instance, to achieve the school's mission, teachers will work collaboratively, parents and teachers will work as partners and students will support each other.

Professional Learning Community

Voices Academies is a school based on best practices, innovative initiatives and the search for excellence. We will go out of our way to find ways to share such expertise with the educational community and the public. Staff are often drawn to Voices Academies by the opportunity to work with like-minded individuals with an underlying commitment to professionalism, collaboration and constant learning. We anticipate teachers will actively and enthusiastically participate in a Professional Learning Community (PLC). According to Dufour (2005), "teachers in a professional Learning Community engage in continuous inquiry about teaching. They are researchers, students of teaching, who observe others teach, have others observe them, talk about teaching, and help other teachers. In short, they are *professionals*." Our professional learning community is characterized by:

- Shared Mission, Vision and Goals
- Collective Inquiry
- Collaborative Teams
- Continuous Improvement
- Results Orientation

The PLC is supported by our professional development model, opportunities for daily teacher collaboration/ planning, and coaching by the Principal who serves as the school's instructional leader.

Walk-Throughs

Each day the Principal or designee may walk –through classrooms to conduct observations, inform evaluations, assess progress towards our goals, and to collect data to inform next steps. Teachers may or may not receive written feedback about the administrator's findings. The major purpose of these walkthroughs is to assess school-wide needs in addition to the needs of individual staff members.

Professional Development

Teachers at Voices Academies will have the unique opportunity to grow as professionals and to develop as leaders. Teachers are provided roughly with one hour of daily professional development time five times per week. This professional development model is

called mid-day block. Mid-day block not only affords teachers with the time needed to learn and collaborate as professionals that has been proven to directly correlate with high student achievement, but also provides time for student intervention and enrichment activities.

Voices Academies teachers engage in continuous, daily professional development and in cycles of inquiry based on the following essential questions:

- Has anything changed for my students because of the ACTION I have taken?
- Were my students learning goals reflected in the outcomes of my student work?
- How do I know my students have learned?
- What do I do when students don't learn?
- What do I still need to learn to better serve my students?

Teachers are supported in their professional growth with time for planning and collaboration, for conferences and school visits, and resources for improving instruction. Professional development is led mutually by teachers and the Principal who serves as the instructional leader. Professional development time will be driven by the Principals' classroom observations, student data and teacher needs. Regular scheduled professional development time will be used to read articles, books, discuss findings and application to our school. This type of research leads to the development of a common language shared by both administrators and staff, which in turn helps us realize our school mission and vision. Other time is devoted to data analysis, looking at student work, community building, and collaborative planning of lessons, units, and curriculum.

In addition to regular school year professional development, teachers also engage in Summer Professional Development before the first student school day. This time is dedicated to understanding and fostering school culture, explicitly stating high expectations for all, curriculum mapping, scope and sequence development, unpacking The Major Work of the Grades and to other year-long school wide planning. This professional development may take place on or off-site.

Besides learning, teachers in a PLC have the responsibility to teach others and to share/exchange knowledge about best practices. Therefore, teachers have the opportunity and are expected to develop as leaders by participating in opportunities such as:

- Making their teaching "public;"
- Observing and giving each other critical feedback;
- Leading professional development;
- Presenting at professional conferences;
- Hosting school wide professional events such as educational open houses;
- Welcoming visiting educators and other observers into their classrooms; and
- Mentoring interns and student teachers.

Performance Standards and Evaluation

<u>Performance Standards and Competencies</u>

Performance Standards and competencies for all staff will be devised using professional resources associated with their job title.

<u>Formal and Informal Observations</u>

The Principal or his/her designees are responsible for observing and supervising all school staff on an ongoing basis. The Principal (or designee) will conduct both formal and informal observations. Informal observations may consist of daily classroom walkthroughs, review of lesson plans, observation of interactions with fellow staff, students and

parents and contributions to professional conversations, etc. Informal observations can occur during any instructional/professional time and may include a post-observation conference or reflection. Formal observations may consist of lesson long observations (announced or unannounced), followed by a conference with the teacher regarding observations and a written report or multiple or single shorter observations, etc.

A critical part of teacher evaluation and retention will be based on four standards:

- Effective teaching and use of assessment data;
- Students' achievement;
- The effective implementation of the curriculum and instruction; and
- Positive contributions to the PLC and professionalism.

Teacher Evaluation Overview

A Competency-Based System for Evaluating the Practice of Teaching

Between 2016 and 2017, Voices Academies (with teacher, administrator and Board input) developed teacher competencies and revisited our approach to evaluate the performance of teachers. This resulted in a new Teacher Performance Rubric based on competencies and an eye towards attainment of mastery levels (your supervisor will provide you a copy) and procedure for teacher evaluation.

Philosophy of Instruction

The instructional philosophy of Voices Academies is based upon the belief that the primary role of all employees is to ensure that maximum learning takes place and to provide a safe, positive environment.

Instruction shall be student-centered with mastery of curriculum standards as the goal, with content and process being equally important to effective learning.

This rubric provides a view of the professional practice that teachers are expected to demonstrate. These standards and competencies define the skills, knowledge, professionalism, and expertise that are expected of teachers at Voices Academies. It is against these standards that teachers will be evaluated.

Philosophy of Teacher Evaluation

Teachers and the quality of teaching are the critical link to improving schools and student achievement. There is a demonstrated relationship between a teacher's evaluation score in the subject area domain and student achievement in that subject area. Successfully increasing student achievement requires creating and sustaining organizational structures in schools that focus on assessing and improving teaching and learning. Teacher evaluation is one of those structures.

Voices Academies recognizes that teachers are also learners and need a collegial and supportive atmosphere in order to thrive. A teacher evaluation process that focuses on teachers working in partnership with supervisors to align on expectations is more effective than traditional evaluation procedures. Consistent with the movement for standards for students, this approach starts with a comprehensive model or description of what teachers should know and be able to do (competencies), represented by explicit standards and including multiple levels of performance defined by behavioral rating scales.

Voices Academies uses a Competency-Based Teacher Evaluation System to:

- Ensure high student achievement;
- Align mission, vision, and goals with practice;
- Foster opportunity for professional growth and constant learning;
- Establish common understanding of teaching expectations;
- Develop a more explicit internal accountability focus to support the external accountability required by the school's charter and public accountability; and
- Provide guidance for teacher's efforts to improve practice.

The rubric promotes an evaluation system in which the type of pay a teacher receives depends upon knowledge, skill, and performance. This is intended as a cooperative process, with the responsibility for documenting and tracking accomplishments shared by the teacher and the evaluator. Teachers are recommended to keep a Professional Portfolio to document evidence they wish to share with their evaluator.

Procedures

Principal/designee provides a copy of the Competency Rubric to the teacher.

1. Principal/designee will have conducted a minimum of one written observation visit.
2. Pre-Evaluation Conference –The teacher conducts a self-evaluation and meets with the Principal or Designee to discuss the preliminary rubric standing. The purpose is to calibrate on definitions and evidence so that the teacher understands Voices Academies network-wide expectations of performance and competencies.
3. Principal/designee will conduct at least two additional written observation visits.
4. The final Rubric evaluation is completed by the Principal /designee and provided to the teacher.
5. The annual performance assessment will be based on the previous described competencies and evidence from formal and informal observations. Those teachers failing to adhere to the commitment in the Commitment to Excellence, and/or failing to meet the specifications of the evaluation rubric and/or not achieving goals or results, may be subject to an Improvement Plan at the discretion of the Principal and/or dismissal at the request of the Principal and approval of the Board. *An offer to develop an Improvement Plan shall be within the sole discretion of the Principal and is not an employee right.*

Results of formal and informal observations, consisting of the Principal's observations and recommendations, will be put in writing and included within the employee's personnel file. Nothing in this section limits the Principal from conducting other observations of an informal or unannounced nature. We endeavor to schedule performance feedback on a regular basis. In addition, your supervisor may give you continuing input as to your performance and where improvement is possible.

III. CONDITIONS OF EMPLOYMENT

Equal Opportunity Employer

Voices College-Bound Language Academies ("Voices" or "Voices Academies) is an equal opportunity employer. It is the policy of Voices Academies to afford equal employment and advancement opportunities to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity and gender expression);

- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights at ("CFRA"), or the Fair Employment and Housing Act "FEHA");
- Genetic information;
- Sexual orientation;
- Military and veteran status, or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all employees and applicants and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees. Furthermore, Voices Academies prohibits all unlawful discrimination against any employee or applicant for employment in its programs or activities based on the characteristics noted above.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Voices Academies will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result. Any applicant or employee requiring a reasonable accommodation for the employee's disability should contact the Supervisor.

Immigration Compliance

Voices Academies will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, Voices Academies will not check the employment authorization status of current employees, or of applicants who were not offered positions with Voices Academies, unless required to do so by law.

Voices Academies shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, Voices Academies shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

If you have any questions or need more information on immigration compliance issues, please contact the HR department.

Employee Classification for Overtime Pay

Voices Academies employees are classified as either exempt or non-exempt from overtime.

Whether an employee is exempt from or subject to overtime pay will be determined on a

case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. Voices Academies will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Supervisor or designee.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

At-Will Employment

Except if stated expressly otherwise by employment contract, it is the policy of Voices Academies that all employees are considered "at-will" employees of the School. Accordingly, either Voices Academies or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this policy or the materials provided to employees in connection with their employment shall require Voices Academies to have "cause" to terminate an employee or otherwise restrict Voices Academies right to release an employee from their at-will employment with Voices Academies. Statements of specific grounds for termination set forth in this policy or elsewhere are not all-inclusive and are not intended to restrict Voices Academies right to terminate At-will. No Voices Academies representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with Voices Academies that are not consistent with Voices Academies policy regarding "At-will" employment.

This policy shall not be modified by any statements contained in any materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Licensure and Certification

Teachers whose position demands it shall hold a BCLAD or Bilingual Authorization, or other equivalent certification that qualifies them to teach English Language Learners or in Spanish to Spanish speakers. All Voices Academies teachers (except for those teachers who are assigned to non-core, non-college preparatory courses) shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Voices Academies may set additional minimum job requirements at its sole discretion.

STANDARDS OF CONDUCT

<u>Personal Appearance and Conduct</u>

Employees are expected to wear clothing appropriate for the nature of our business and the type of work performed. Because each employee is a representative of Voices Academies in the eyes of the public, each employee must report to work properly groomed, maintaining proper hygiene, wearing appropriate clothing and maintaining a professional appearance that sets a good example for Voices Academies students.

All employees of the school are required to adhere to the following dress code unless given prior approval by the Principal:

- No Jeans (unless worn in a more formal manner i.e, with blazer, belt, and dress shoes)
- No sweats, or sagging pants
- No spaghetti strapped tops or tank tops
- No skin tight garments (i.e. bicycle pants, leggings)
- Clothes that may cause distraction are not acceptable. Specifically, tank tops, muscle shirts, halter tops, exposed backs or midriffs, low cut tops and see through garments are not permitted
- No flip-flops or casual sandals, staff working outside, must wear closed-toe shoes (i.e. playground, field)
- No hats (indoors)
- All skirts, dresses and shorts are to be a modest length. The hemlines or slits in skirts or dresses shall be no shorter than two inches above the knee
- Other than the Voices Academies clothing or logo, clothing should be free of writing or logos, indecent or inappropriate images, writings, drawings, company advertisements, group names, or suggestive logos are prohibited
- Tattoos with inappropriate images or language must be covered at all times
- Failure to comply with the approved dress code may lead to disciplinary action up to and including termination

<u>Prohibited Conduct</u>

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the at-will employment relationship the employee has with the School.

1. Unexcused absence and/or lack of punctuality
2. Release of confidential information without authorization
3. Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances
4. Theft or embezzlement
5. Willful destruction of property
6. Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position
7. Falsification, fraud or omission of pertinent information when applying for a position
8. Any willful act that endangers the safety, health or wellbeing of another individual
9. Horseplay, fighting or instigating a fight on Voices Academies premises or while on Voices authorized events.
10. Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
11. Misuse of School property or funds
12. Possession of firearms, or any other dangerous weapon, while acting within the course of School of your employment with the school.
13. Acts of discrimination or illegal harassment based on gender, ethnicity or any other basis protected by state or federal law
14. Failure to comply with the School's safety procedures
15. Insubordination- refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
16. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.

17. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on Voices Academies property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
18. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
19. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
20. Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School.
21. Violations of federal, state or local laws affecting the organization or your employment with the organization
22. Unacceptable job performance
23. Refusal to speak to supervisors or other employees.
24. Dishonesty, immoral or indecent conduct.
25. Violations of the sexual harassment policy.
26. Posting any notices on Voices Academies premises without prior written approval of management, unless posting is on a Voices Academies bulletin board designated for employee postings.
27. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
28. Failure to keep a required license, certification or permit current and in good standing
29. Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record
30. Unreported absence of any scheduled workdays
31. Unauthorized use of School equipment, materials, time or property
32. Working unauthorized overtime or refusing to work assigned overtime
33. Abuse of leave
34. Sleeping or malingering on the job

Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. Employees should report any act or threat of violence immediately to the Principal or Supervisor.

Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or suggestions relating to your job, conditions of employment, the School or the treatment you are receiving. Other than in situations involving harassment (as outlined in the Prohibition of Harassment and Protection against Retaliation and Investigation Policy), employees should contact the Principal with their questions or concerns. If the situation is not resolved to their satisfaction, they should contact the Executive Director, in writing, who will further investigate the issue.

Company Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other

improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

Off-Duty Conduct and Outside Employment

While Voices Academies does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects Voices Academies legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by Voices Academies, employees are expected to devote their energies to their jobs with Voices Academies. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at Voices Academies.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with Voices Academies.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with Voices Academies.
- Additional employment that requires the employee to conduct work or related activities on Voices Academies property during the employer's working hours or using Voices Academies facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of Voices Academies.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to Voices Academies explaining the details of the additional employment. If the additional employment is authorized, Voices Academies assumes no responsibility for it. Voices Academies shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Employees are encouraged to provide as much advance notice as possible of their intent to resign. Although employees have the same right as Voices Academies to terminate the employment relationship with or without notice, with or without cause, should it become necessary for you to terminate your employment with Voices Academies, at least four weeks' notice is expected whenever possible. If employees have any questions regarding these policies and procedures, they

are encouraged to speak with the Principal or Supervisor. Every Voices Academies employee is an important member of our team. Employees are encouraged to offer suggestions and comments that help to create a more positive work environment and school community.

Staff/Student Interaction Policy

Voices Academies recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and learning conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the

boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

The purpose of the following lists of unacceptable and acceptable behavior is not to retrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to or may be perceived as inappropriate, or sexual misconduct, or "grooming." Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and minor) and desensitizing the minor to various forms of touching and other intimate interactions.

Unacceptable Staff/Student Behaviors (Violations of this Policy) These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behaviors intended to be addressed by this policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making or participating in sexually inappropriate comments.
6. Sexual jokes.
7. Seeking emotional involvement with a student for your benefit.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
11. Being alone in a room with a student at school with the door closed.
12. Giving students a ride to/from school or school activities without the express, advance

13. Allowing students at your home and/or in rooms within your home without signed parental
14. Sending emails, text messages or letters to students if the content is not about school

This policy does not prevent:

1. Touching a student for the purpose of guiding them along a physical path;
2. Helping them up after a fall; or
3. Engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid.
4. Reasonable force and touching in self-defense or in the defense of another
5. Retraining a child who is trying to engage in violent or inappropriate behavior is allowed.

Only such forces as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

<u>Acceptable and Recommended Staff/Student Behaviors</u>

1. Getting parents' written consent for any after-school activity.
2. Obtaining formal written pre-approval from the Executive Director or Designee to take students off school property for activities such as field trips or competitions, including parent's written permission and waiver form for any sponsored after-school activity whether on or off-campus.
3. E-mails, text-messages, phone conversations, instant messages and other communications to and with students if permitted must be very professional and pertaining to school activities or classes (communication should be initiated via transparent [non-private] school-based technology and equipment). Keeping the door wide-open when alone with a student.
4. Keeping reasonable space between you and your students.
5. Stopping and correcting students if they cross your own personal boundaries including touching legs, or buttocks, frontal hugs, kissing, or caressing.
6. Keeping parents informed when a significant issue develops about a student such as a change in demeanor or uncharacteristic behavior.
7. Keeping after-class discussions with a student professional and brief.
8. Immediately ask for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
9. Involving your supervisor in discussion about boundary situations that have the potential to become more severe (including but not limited to grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult.
10. Informing your Supervisor about situations that have the potential to become more severe.
11. Making detailed notes about an incident that in your best judgement could evolve into a more serious situation later. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
12. Asking another staff member to be present or within close supervisory distance, when you must be alone with a student after regular school hours or if you will be alone with any type of special needs student.

13. Asking another staff member to be present when you must be alone with a student after regular school hours.
14. Giving students praise and recognition without touching them.
15. Pats on the back, high fives (hands slapping) and handshakes are acceptable.
16. Keeping your professional conduct a high priority.
17. Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career

Policy Prohibiting Unlawful Harassment

Voices College-Bound Language Academies is committed to providing a work and educational atmosphere that is free of unlawful harassment. Voices' policy prohibits sexual harassment and harassment based upon:

- Race;
- Color;
- Gender (including gender identity and gender expression);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights at ("CFRA"), or the Fair Employment and Housing Act "FEHA");
- Genetic information;
- Sexual orientation;
- Military and veteran status, or
- Any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be discriminated against or harassed based upon the characteristics noted above.

Voices does not condone or tolerate unlawful harassment on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the El Zocalo Officer or designee.

<u>Prohibited Unlawful Harassment</u>

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Differential or preferential treatment based on any of the protected classes above.

<u>Prohibited Unlawful Sexual Harassment</u>

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from

unlawful discrimination in education programs or activities conducted by the School.

Voices Academies is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) year thereafter. Such training will include information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See Appendix A for the "Harassment Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual

activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
    - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
    - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Voices Academies policy.

Whistleblower Policy

Voices Academies is committed to lawful and ethical behavior in all of its activities and requires board members, executives, directors and employees to act in accordance with all applicable laws, regulations and policies and to observe high standards of business and personal ethics in the conduct of their duties and responsibilities.

The objectives of Voices Academies Whistleblower Policy are to establish policies and procedures to:

- Prevent or detect and correct improper activities
- Encourage each board member, executive, director, and employee (reporting individual) to report what he or she in good faith believes to be a material violation of law or policy or questionable accounting or auditing matter by Voices Academies.
- Ensure the receipt, documentation, retention of records, and resolution of reports received under this policy reporting individuals from retaliatory action.

<u>Reporting Responsibility</u>

Each reporting individual has an obligation to report what he or she believes is a material violation of law or policy or any questionable accounting or auditing matter by Voices Academies, its officers, directors, executives, employees, or other representatives. Reporters must also notify Voices Academies if an action needs to be taken in order for Voices Academies to be in compliance with law or policy or with generally accepted accounting practices. The types of concerns that should be reported include, for purposes of illustration and without being limited to, the following:

- Providing false or misleading information on the Voices Academies financial documents, grant reports, tax returns or other public documents
- Providing false information to or withholding material information from the Voices Academies auditors, accountants, lawyers, directors, or other representatives

responsible for ensuring compliance with fiscal and legal responsibilities

- Embezzlement, private benefit, or misappropriation of funds
- Material violation of Voices Academy policy, including among others, confidentiality, conflict of interest, whistleblower, ethics and document retention
- Discrimination based on race, gender, gender expression, gender identity, sexual orientation, ethnicity, and disability, or any other unlawful biases
- Facilitation or concealing any of the above or similar actions

Reporting Concerns

Whenever possible, all employees should seek to resolve concerns by reporting issues directly to his/her manager or to the next level of management as needed until matters are satisfactorily resolved. However, if for any reason an employee is not comfortable speaking to a manager or does not believe the issue is being properly addressed, the employee may contact the Human Resources Department. If an employee does not believe that these channels of communication can or should be used to express his/her concerns, an employee may contact the Executive Director or the Board of Directors within Voices Academies.

Handling of Reporting Violations

Except otherwise required by law, or as otherwise required by court order, Voices Academies will investigate all reports filed in accordance with this policy with due care and promptness. Matters reported internally without initial resolution will be investigated by the Executive Director or Designee to determine if the allegations are true, whether the issue is material and what actions, if any, are necessary to correct the problem. Voices Academies staff will issue a full report of all matters raised under this policy to the Board of Directors. The Board of Directors may conduct a further investigation upon receiving the report from the Executive Director.

For matters reported directly to the Chair of the Board of Directors, the Board of Directors shall promptly acknowledge receipt of the complaint to the complainant if the identity of the complainant is known and conduct an investigation to determine if the allegations are true and whether the issue is material and what, if any, corrective action is necessary. Upon the conclusion of this investigation, the Executive Director shall promptly report its findings to all pertinent parties.

Authority of Investigative Parties

The Investigative Parties (Principal, Business Manager, Executive Director, or Board of Directors) shall have full authority to investigate concerns raised in accordance with this policy and may retain outside legal counsel, accountants, private investigators, or any other resource that is necessary to conduct a full investigation of the allegations.

No Retaliation

This Whistleblower Policy is intended to encourage and enable executives, directors, and employees to raise serious concerns within the organization for investigation and appropriate action. With this goal in mind, no Board member, executive, director, or employee who, in good faith, reports a concern shall be threatened, discriminated against or otherwise subject to retaliation or, in the case of an employee, adverse employment consequences as a result of such report. Moreover, an employee who retaliates against someone who has reported a concern in good faith is subject to discipline up to and including release from at-will employment.

Acting in Good Faith

Anyone reporting a concern must act in good faith and have reasonable grounds for believing the matter raised is a serious violation of law or policy or a material accounting or auditing matter. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, with gross negligence, or with the fore knowledge that the allegations are false, will be viewed as a serious disciplinary offense and may result in discipline, up to and including release from at-will employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Confidentiality

Reports of concerns, and investigations pertaining thereto, shall be kept confidential to the extent possible. However, consistent with the need to conduct an adequate investigation, Voices Academies cannot guarantee complete confidentiality. Disclosure of information relating to an investigation under this policy to individuals not involved in the investigation will be viewed as a serious disciplinary offense and, with respect to Voices Academies, may result in discipline, up to and including release from at will employment. Depending on the circumstances, such conduct may also give rise to other actions, including civil or criminal lawsuits.

Anti-Nepotism Policy

Consistent with the principle that employees and prospective employees of Voices College-Bound Language Academies shall be hired, evaluated, and advanced on the basis of individual merit, without reference to considerations of race, ethnicity, gender, religion, sexual orientation, national origin, or any protected classes or other factors not involving professional qualifications and performance, the following restrictions, designed to avoid the possibility of favoritism based on family or personal relationship, shall be observed with respect to personnel:

1. No one with supervisory responsibility shall hire or recommend for hire any related person.

2. All persons wishing to be considered for employment with Voices shall disclose family and personal relationships with current employees or students of Voices.

3. With respect to proposed employment decisions which would result in the concurrent service of related persons within the same department, a person related to an incumbent employee may not be employed if the professional qualifications of other candidates for the available position are demonstrably superior to those of the related person.

4. With respect to the concurrent service of related persons within the same department, neither related person shall be permitted, either individually or as a member of the staff or as a member of a committee, to participate in the evaluation, advancement, or salary decisions of the other related person.

5. No member of Voices' Board, administration, or staff shall engage in recommendations, discussions, or otherwise participate in any decision or recommendation relating to the appointment, promotion, retention, tenure, or employment of a related person.

6. In the event of a lack of candidates, a need for specialized skills, or other unique circumstances as determined on a case-by-case basis, the restriction against hiring related persons may be

waived in the best interest of Voices upon the approval of the Executive Officer or Board of Directors, subject to compliance with other applicable conflict of interest laws.

7. When other qualified candidates have not applied, assignments of short duration (generally less than sixty [60] working days), may be exempt from these guidelines, subject to compliance with other applicable conflict of interest laws.

8. If there is a familial relationship between staff and a student(s), staff must keep a strictly professional and unbiased relationship at all times during school hours and official, Voices-sponsored activities.

9. This policy shall not supplant the application of applicable conflicts of interest laws to Voices.

The Principal will be responsible for resolving any school site conflicts of interest between employees, unless the conflict of interest includes the Principal, in which case the Chief Academic Officer will resolve the conflict. The Executive Director will be responsible for resolving any conflicts of interest involving employees assigned to work for the charter management organization.

Staff members who marry or otherwise become part of the same household while employed will be treated in accordance with these guidelines. If a conflict arises as a result of the relationship, one of the staff members may be transferred at the earliest practicable time. In the event that a transfer is not practicable, the subordinate staff member's work responsibilities, salary, hours, career progress, benefits and/or other terms and other conditions of employment must be managed/determined by someone outside the chain of command of the conflicted staff member. Related employees cannot recommend changes in job function or compensation to Voices on behalf of a related staff member.

Definition of "Related Persons"

The following relationships create related persons:

- Parent and child;
- Siblings;
- Grandparent and grandchild;
- Aunt and/or uncle and niece and/or nephew;
- First cousins;
- Spouses and registered domestic partners;
- Guardian and ward;
- Any corresponding in-law, step, or adoptive relative, or anyone residing in a permanent basis in the home of a current employee or student of the Voices; and
- Persons engaged in amorous relationships, meaning a relationship in which two (2) persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated.

Policy Statement on Consensual Relationships

Consensual romantic or sexual relationships between supervisors and employees and between staff are potentially exploitative and must be avoided. They raise serious concerns about the validity of the consent, conflicts of interest, and unfair treatment of others. In addition, a supervisor will be prohibited from evaluating an employee's job performance if he/she is romantically/sexually involved with that employee.

This anti-nepotism policy precludes individuals from evaluating the work performance or making hiring, salary, or similar financial decisions concerning persons with whom they have intimate familial or personal relationships. Staff members are strictly prohibited from engaging in any behaviors (such as public display

of affection) that would in any way be deemed inappropriate or offensive by a reasonable person while anywhere on Voices premises, whether during working hours or not. Staff members who allow romantic relationships with other staff members to affect the working environment will be subject to disciplinary action. Failure to change behavior and maintain expected work responsibilities is viewed as a serious disciplinary matter, and offending employees may be subject to release from their at-will employment.

Individuals in managerial relationships or other influential roles with respect to other Voices staff members are subject to more stringent requirements under this policy due to their status. Thus, managers and school leaders in influential positions are strongly discouraged from dating an individual they directly manage. If their relationship with an individual under their supervision progresses beyond a platonic friendship, they must disclose the nature of their relationship to their immediate manager as soon as possible. Where potential conflicts or risks are identified, Voices will handle the matter in compliance with this policy and all applicable legal requirements. Failure to disclose romantic relationships or failure to work with Voices to resolve such a situation may lead to disciplinary action, up to and including release from at-will employment.

Confidential Student Information

All information relating to students, including name, photos, schools attended, addresses, contact numbers, or other identifiable information, and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

Staff will have access, on a “right to know” basis, to sensitive information about children, families, staff, and issues and policies under consideration at Voices Academies. It is extremely important to take appropriate confidentiality measures when talking to anyone about the school and its students, families and staff. The Principal should be consulted if there are any questions regarding confidentiality issues.

All employees must avoid situations involving actual or potential conflict of interest.

An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Principal, or the Executive Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Personnel Files

A personnel file shall be established for each employee. Employees have the right to inspect certain documents in their personnel file, as provided by law, in the presence of a Voices representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Voices will restrict disclosure of personnel files to authorized individuals within Voices. Employees must direct a request for information contained in the personnel file to HR. Only the HR is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, Voices will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Intellectual Property Rights

Voices shall own any employee-created intellectual property under the following circumstances:

1. The intellectual property was created within the scope of employment;
2. The intellectual property was created on Voices time with substantial use of Voices equipment, services or resources;
3. The intellectual property was commissioned by Voices:
    a. Pursuant to a signed contract; or
    b. Within a specific category of works considered works-for-hire under copyright law.

A copyright work is "created within the scope of employment" if it is the kind of work the employee is employed to do and the employee creates it, at least in part, for the employee's use at work, or for use by co-workers, Voices, and/or the students and families Voices serves. Such works related to an individual's job responsibilities, even if he or she is not specifically requested to create them, will belong to Voices as "works-for-hire."

The use of personal time or other facilities to create the work will not change its basic nature if it is related to job duties as described above. Works that have nothing to do with job duties will remain the property of the employee, so long as he or she does not make substantial use of Voices facilities/resources to do so. "Substantial use" is one of the resources other than those "ordinarily available" to most or all faculty, staff and/or students. Such ordinarily available resources include office space and personal office equipment, office computer, general use information resources, and the means of network access to such resources.

If an employee created intellectual property other than a scholarly work, and which may lead to commercial development, then he or she is expected to immediately notify the Chief Executive Officer or designee in order to provide Voices with sufficient information to permit it to evaluate the work, both its ownership and its commercial potential, and, if appropriate, to take steps to protect Voices' intellectual property rights. If ownership rests with Voices, but Voices elects not to exercise its ownership rights, then ownership rights and responsibilities related to patenting, copyrighting and licensing shall revert to the author (s). In such a case, Voices shall retain a nonexclusive, royalty-free right to use the work for non-commercial purposes.

IV.
COMPENSATION AND BENEFITS

Employee Compensation

The Board has adopted a teacher pay schedule and determined job specific salary/hourly ranges for other positions.

Faculty and Staff Benefits

Voices Academies will attempt to provide health, dental, and vision insurance coverage for current full-time staff, provided such coverage is commercially or otherwise available at reasonable cost. Voices will pay the cost of such coverage for full time employees up to the yearly Board approved amount. Health care benefits end on the last day of the last month of employment. Should an employee's last day fall on the last day of the month, then his or her health benefits will end on that day.

<u>Eligibility</u>

Employees are eligible for medical, dental and vision coverage if they are a full-time regular employee working at least 30 hours per week. Temporary, part-time and internship employees are not eligible to participate in the plans. The Voices plan covers the cost of medical coverage

for dependents only up to the regular coverage limit contributions.

When Coverage Starts

Medical, dental and vision coverage begins on the first of the month following thirty (30) days of full employment.

Cost of Coverage

The current cost for coverage under the plan is available from the HR department or online enrollment system. These costs may change from time to time.

COBRA Benefits

Continuation of Medical and Dental

When coverage under the School's Health Plan ends, you or your dependents may continue coverage in some situations.

When your coverage under the School's medical and/or dental plans ends, you or your dependents can continue coverage for 18 or 36 months, depending upon the reason benefits ended. To continue coverage, you must pay the full cost of coverage - your contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for you, your spouse, and your eligible dependent children can continue for up to 18 months if coverage ends because:

- Your employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Your hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making you ineligible for the plan.

This 18-month period may be extended an additional 11 months if you are disabled at the time of your termination or reduction in hours if you meet certain requirements. This 18-month period also may be extended if other events (such as a divorce or death) occur during the 18-month period.

Your spouse and eligible dependents can continue their health coverage for up to 36 months if coverage ends because:

- You die while covered by the plan;
- You and your spouse become divorced or legally separated;
- You become eligible for Medicare coverage, but your spouse has not yet reached age 65; or
- Your dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

The School will notify you or your dependents if coverage ends due to termination or a reduction in your work hours. If you become eligible for Medicare, divorced or legally separated, die, or when your child no longer meets the eligibility requirements, you or a family member are responsible for notifying the School within 30 days of the event. The School will then notify you or your dependents of your rights.

Health coverage continuation must be elected within 60 days after receiving notice of the end of coverage, or within 60 days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within 30 days of the due date;
- You (or your spouse or child) becomes covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition you (or your spouse or child, as applicable) may have;
- The School stops providing group health benefits;
- You (or your spouse or child) become entitled to Medicare; or
- You extended coverage for up to 29-months due to disability and there has been a final determination that you are no longer disabled.

Retirement/Pension Plan

Voices Academies participates in the California State Teachers Retirement System (STRS) program (FS,MH,MP) and a 401K plan (WCC, ST) for all eligible certified employees and will pay the required employer contribution for such benefits. Team Z employees, if eligible, may participate in the 401k plan. Voices Academies may also secure an alternative pension option for all eligible classified staff and will make the Board approved employer contribution for such benefits, when financially possible. Voices Academies will make required employer contributions towards federal Social Security for those employees not covered by STRS.

Payroll Information

Payroll Withholdings

Voices College-Bound Language Academies is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

As required by law, Voices Academies shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

- Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
- State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
- Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
- State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the HR Department and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

The School follows all federal and state laws regarding the payment of overtime wages by compensating all non-exempt employees for overtime hours worked. For purposes of overtime calculations for non-exempt employees, the school's work week begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 p.m. Voices Academies provides compensation for all overtime hours

worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

You will be informed when you are required to work overtime hours. **All overtime hours worked must be pre-authorized in writing by the Principal or Supervisor.**

Only those hours that are actually worked are counted to determine an employee's overtime pay. Exempt employees may have to work hours beyond their normal schedules, as work demands require. No overtime compensation will be paid to these exempt employees.

Wage Attachments and Garnishments

Under normal circumstances, Voices Academies will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require Voices Academies, by law, to withhold part of your earnings in their favor.

Punctuality and Attendance

Employees are expected to adhere to regular attendance and to be punctual. Any employee who is unable to report for work on any particular day must call their Supervisor at least one hour before the start of the scheduled workday. If an employee is absent from work longer than one day, he or she is expected to keep their Supervisor or Principal sufficiently informed of the situation.

Upon returning to work after an absence for any reason, the employee must complete an absence form and turn it into their Supervisor by the end of the workday on which the employee returns. If an employee is absent for medical reasons for more than three (3) working days, the employee must, immediately upon his or her intended day of return to work, provide the Principal or Supervisor with a physician's statement certifying that the employee is able to return.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including release from at-will employment with the school. An absence or tardiness for more than three (3) consecutive days without notification to the Principal or Supervisor will lead to disciplinary action, up to and including termination.

Work Hours and Schedules

The School's normal operating hours are from 7:30 a.m.- 4:30 p.m., Monday through Friday. The work schedule for full-time non-exempt employees is normally forty (40) hours per week.

Every full-time employee is required to work full professional days. **Teachers shall arrive at the school site at least fifteen (15) minutes before the student instructional day and their work day shall end upon the completion of the employee's duties, unless a mandatory event has been scheduled.**

Exempt employees shall have a thirty (30) minute non-paid lunch period. Non-exempt employees shall have a thirty (30) minute

non-paid lunch period if they have worked five (5) hours in a day.

Classroom teachers shall receive mandatory sixty minutes of daily professional development. Your supervisor will assign your work schedule. Classified employees shall receive professional development as scheduled by the Principal.

Non-Exempt employees shall also receive a ten (10) minute break for every four (4) hours worked.

Lactation Accommodation

Voices will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Break time for an employee that does not run concurrently with the rest time authorized for the employee by the applicable wage order of the Industrial Welfare Commission need not be paid. Voices shall make reasonable efforts to provide the employee with the use of a room or other location, other than a toilet stall, in close proximity to the employee's work area, for the employee to express milk in private. The room or location may include the place where the employee normally works if it otherwise meets the requirements of this section.

Teacher Work Schedule

A teacher's official duties for the school year begins on the first day of assigned Professional Development Institute (new or returning teacher).

Paydays

Salary
Salaried employees will be paid the 25th of each month. Should this day occur on a bank holiday or weekend, employees will be paid the business day prior.

Hourly
Hourly employees will be paid the 10th and 25th of each month. Payment on the 10th will cover hours worked from the 16th to the 31st of the month, while payment on the 25th will cover hours worked from the 1st to the 15th of the month. Should this day occur on a bank holiday or weekend, employees will be paid the business day prior.

Each paycheck will include earnings for all reported work performed through the end of the payroll period. **You should promptly notify the Human Resources department if you have a question regarding the calculations of your paycheck;** any corrections will be noted and will appear on the following payroll.

Personal Reimbursements

All employee reimbursements must be pre-approved by the employee's Supervisor. Expenses will not be reimbursed unless the individual requesting reimbursement submits a written Expense Report that has been approved by their Supervisor. The Expense Report, which shall be submitted at least monthly of the date of the expenditure, must include:

- The individual's name,
- If reimbursement for travel is requested, the date, origin, destination and purpose of the trip,
- The name and affiliation of all people for whom expenses are claimed (i.e., people on whom money is spent (e.g., gifts, meals) in order to conduct Voices Academies business, and
- An itemized list of all expenses for which reimbursement is requested.

Expense reimbursements not submitted within a month of the date of the expenditure may result in disciplinary action. Should there be a circumstance outside of the employee's control that prevents a timely submission,

reimbursement will be at the discretion of the supervisor/organization.

Receipts

Receipts are required for all reimbursements from Voices Academies, such as supplies, meals, services or travel charges. No expense in excess of $5 will be reimbursed unless the individual requesting reimbursement submits, with the Expense Report, the written receipts from each vendor showing the vendor's name, a description of the services provided (if not otherwise obvious), the date, and the total expenses, including tips (if applicable). A credit card receipt or statement may be used to document the vendor and date of an expense, provided other required details of the expenditure are fully documented.

Fingerprint/First-Aid & CPR Reimbursement

Employees may receive up to $75 reimbursement for livescan fingerprinting required as a part of the onboarding process. Employees are also eligible for reimbursement up to $75 for a CPR/First Aid course and up to $40.00 for a refresher course.

Mileage Reimbursement

Employees may receive mileage reimbursement allowed by the Internal Revenue Service for use of their personal vehicle when used for Voices Academies business and pre-approved by supervisor and a reimbursement form including a route map (e.g. Google Maps) is turned in. Arrangements for carpooling should be made whenever possible.

Employees will be reimbursed for miles driven between the first stop of the day (Voices school, El Zocalo (EZ) office, or work assignment) and the last stop of the day (Voicesschool, EZ office, or work assignment).

The distance traveled from the employee's home to his or her assigned regular work location or from the employee's assigned regular work location to home is not normally reimbursed. However, if the employee travels to a work site other than his or her assigned regular work location, the distance in excess of the miles from home to his or her assigned Voices site will be reimbursed.

Likewise, if the employee ends the workday at a work site other than a Voices school or EZ office, the distance in excess of the miles from the employee's assigned Voices site to home will be reimbursed.

Employees using their own automobiles on the job on a regular basis, such as EZ staff and school leaders, are required to have a valid California driver's license, to maintain adequate public liability automobile insurance, and to provide Voices Academies with proof of license and coverage at the time of hire. To remain on active work status, license and insurance renewals must be verified by Voices Academies on or before their expiration dates.

Miscellaneous Travel-Related Expenses

Tolls: Necessary, reasonable tolls are reimbursed.

Parking: Necessary charges for parking are reimbursed, including airport parking fees that do not exceed normal taxi or rideshare fares to and from the airport.

Traffic Violations: NO traffic and parking violations received while driving rental or personal vehicles are reimbursed.

Taxi and Rideshare Service: Taxi and rideshare fares, including reasonable tips, are reimbursed when public transportation or shuttle service is not practical.

Meals and incidentals

The following reimbursement rates are maximums, not allowances. Employees must be able to produce itemized receipts substantiating the amount claimed.

Breakfast: $16
Lunch: $17
Dinner: $28
Incidentals: $5

Any claims over the maximum amounts above must be pre-approved by the supervisor.

Trips of 24 hours or more
For travel lasting 24 hours or more, employees may claim meals (as noted above), based on the following timeframes:

First day of travel
Trip begins at or before 6 am - Breakfast may be claimed
Trip begins at or before 11 am - Lunch may be claimed
Trip begins at or before 5 pm - Dinner may be claimed

Continuing after 24 hours
Trip ends at or after 8 am - Breakfast may be claimed
Trip ends at or after 2 pm - Lunch may be claimed
Trip ends at or after 7 pm - Dinner may be claimed

Trips of less than 24 hours
For travel lasting less than 24 hours, employees may claim breakfast and/or dinner (as noted above), based on the following timeframes:

Fractional day of travel
Trip begins at or before 6 am and ends at or after 9 am - Breakfast may be claimed Trip begins at or before 4 pm and ends at or after 7 pm - Dinner may be claimed

Employees may not claim lunch or incidentals on one-day trips. When trips are less than 24 hours and there's no overnight stay, meals claimed are taxable.

Employees may not claim meals provided by Voices Academies, meals included in hotel expenses or conference fees, meals included in transportation costs such as airline tickets, or meals that are otherwise provided.

No meal expense may be claimed or reimbursed more than once in any given 24-hour period.

<u>Entertainment and Business Meetings</u>

Reasonable expenses incurred for business meetings or other types of business-related entertainment will be reimbursed only if the expenditures are approved in advance by Supervisor and qualify as tax deductible expenses. Detailed documentation for any such expense must be provided, including:

- Date and place of entertainment
- Nature of expense
- Name, titles, and corporate affiliation of those entertained
- A complete description of the business purpose for the activity including the specific business matter discussed
- Vendor receipts (not credit card receipts or statements) showing the vendor’s name, a description of the services provided, the date, and the total expenses, including tips (if applicable).

<u>Family Travel and Accommodations</u>

Employees with children under 12 months traveling for required work-related business may request to purchase an additional round trip flight and a hotel room that accommodates the employee, a caregiver, and infant. Employees are responsible for caregiver meals and incidentals.

Non-reimbursable Expenditures

Voices Academies maintains a strict policy that expenses in any category that could be perceived as lavish or excessive, or expenses that are not directly related to performance of job duties, will not be reimbursed. Expenses that are not typically reimbursable include, but are not limited to:

- First class tickets or upgrades
- When lodging accommodations have been arranged by Voices Academies and the individual elects to stay elsewhere, reimbursement is made at the amount no higher than the rate negotiated by Voices Academies. Reimbursement shall not be made for transportation between the alternate lodging and the meeting site.
- Limousine travel
- Liquor or bar costs
- Membership dues at any country club, private club, athletic club, golf club, tennis club or similar recreational organization
- Clothing purchases
- Business conferences and entertainment which are not approved by the Supervisor.
- Valet service
- Car washes
- Expenses for spouses, friends, or relatives. If a spouse, friend or relative accompanies Personnel on a trip, it is the responsibility of the Personnel to determine any added cost for double occupancy and related expenses and to make the appropriate adjustment in the reimbursement request.

Telework

Voices Academies considers teleworking to be a viable alternative work arrangement in cases where individual, job and supervisor characteristics are best suited to such an arrangement and there is minimal organizational and employee performance impact.

Definition

Teleworking allows employees to work at home, on the road or in a satellite location for all or part of their regular workweek. Teleworking is a voluntary, mutually agreed work alternative that may be appropriate for some employees and some jobs. It is not an entitlement, it is not an organization-wide benefit, and it in no way changes the terms and conditions of employment with Voices. However, level of performance can be a relevant factor in assessing whether a telework arrangement is appropriate. Voices has the right to refuse to make telework available to an employee and to terminate a telework arrangement at any time.

Teleworking can be informal, such as working from home for a short-term project or on the road during business travel, or formal, as described below. Other informal, short-term arrangements may be made for employees on family or medical leave, to the extent practical for the employee and Voices and with the consent of the employee's health care provider, if appropriate. All informal teleworking arrangements are made on a case-by-case basis, focusing first on the business needs of the organization.

Please see your supervisor for a complete policy.

HOLIDAYS, LEAVES AND ABSENCES

Holidays

The Voices College-Bound Language Academies calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

Holiday	
New Year's Day	Labor Day
Martin Luther King Jr. Birthday	Veteran's Day
Presidents Day	Thanksgiving Day
Memorial Day	Friday after Thanksgiving
Juneteenth	Day before Christmas
Independece Day	Christmas Day

vacation/non-work days that may come before or after an approved holiday. Employees must be employed for at least thirty (30) calendar days to be eligible for holiday pay. If an observed holiday occurs during an employee's scheduled and approved time off, they will be paid for the holiday (if eligible) and will not have their leave docked for the day the holiday is observed. Employees are not paid for holidays after their termination date. Employees on any leave of absence do not earn holiday pay.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the employee's Supervisor. The employee will be paid if the religious holiday is taken as an earned personal necessity day. The employee will not be paid if the religious holiday is taken as a personal leave of absence day.

Sick Leave

Sick leave is a benefit provided to employees in order to provide a cushion for incapacitation due to illness or injury. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Finally, an employee may take sick leave to receive medical care, mental health care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all VCBLA employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible employees will receive twenty-four (24) hours of paid sick leave at the beginning of each school year or on their start date if hired after the school year has begun. Additionally, full-time employees working on a twelve (12) month schedule will accrue an additional 6.0 hours of paid sick leave per month for a total of ninety-six (96) hours of paid sick leave per year and full-time employees working on an eleven (11) month schedule will accrue and additional 5.82 hours of paid sick leave per month for a total of eighty-eight (88) hours of paid sick leave per year. Full-time employees on at least a ten (10) month schedule shall accrue additional 5.6 hours of sick leave per month for a total of eighty-(80) hours per year. Full-time employees working the equivalent of an eight (8) month schedule or less shall accrue an additional 5.0 hours of sick leave per month for a total of sixty-four (64) hours per year.

Unused, accrued sick leave does not carry over from year-to-year.

Employees cannot use paid sick leave until the sixtieth (60^{th}) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours. Employees are not allowed to draw against unearned/unaccrued sick leave. The School does not pay employees in lieu of unused sick leave.

Sick leave may only be used for the purposes specified in this policy. Accordingly, the School retains the right to request verification from a licensed health care provider for any absence due to illness or disability.

Employees must provide reasonable advance notification, either orally or in writing, if a need for paid sick leave is foreseeable. Further, employees should schedule medical appointments in a manner that does not interfere with their job duties whenever possible. If the need for paid sick leave is

unforeseeable, the employee must provide notice for the leave as soon as practicable.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School. Full-time employees may also request sick leave donations in order to address instances of catastrophic illness or injury.

Vacation

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school. With this in mind, it is expected that vacation time will be taken when school is not in session whenever possible.

Regular full-time, twelve (12) month administrative and El Zocalo (EZ) staff are entitled to vacation terms based upon date of hire, length of service and status with the School. Administrative employees include Principal, Business Manager, Dean of Culture, and Student Services Manager, and Instructional Coaches. Full-time EZ staff will accrue eighty (80) hours of paid vacation each year. Full-time administrative staff will accrue forty (40) hours of paid vacation each year as of July 1st. Vacation days are prorated for full-time employees working less than forty (40) hours per week. New employees may begin using their vacation time after four (4) months of service. Instructional and non-exempt employees and employees working on part-time basis (less than full-time) shall not receive vacation days.

Any vacation time taken should be coordinated and cleared by the supervisor subject to scheduling. Vacation days should be taken when school is not in session whenever possible, preferably in July. Vacation must be approved at least two (2) weeks in advance.

Vacation time may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused vacation days. Vacation can accrue up to a maximum of one hundred and twenty (120) hours of pay. Once this cap is reached, no further vacation will accrue until some vacation is used. When some vacation is used, vacation compensation will begin to accrue again. There is no retroactive grant of vacation compensation for the period of time the accrued vacation compensation was at the cap.

Personal Necessity Leave

All full-time employees who accrue sick leave may use up to twenty-four (24) hours of sick leave as personal necessity leave per year. Full-time employees on at least a ten (10) month schedule may use a prorated amount of their sick leave each year for personal necessity. Uses of personal necessity leave may include, but are not limited to, the death or serious illness of a member of the employee's immediate family (this is in addition to Bereavement Leave), an accident involving the employee's person or property, or the person or property of an immediate family member, adoption of a child, the birth of child making it necessary for an employee be absent during work hours, attendance at conferences, personal legal matters, religious observances, and business matters that cannot be conducted outside of the workday. Personal necessity leave is not vacation and except in emergency/unexpected circumstances, must be approved at least two (2) weeks in advance by the Employee Supervisor. Personal necessity leave is a component of the School's sick leave policy. As a result, personal necessity leave does not accrue and will not be paid out upon separation from employment.

Victims of Domestive Violence and Stalking Leave Notice
bullet 1-3 and 5

You have the right to take time off from work to obtain relief from a court, including obtaining a restraining order, to protect you and your children's health, safety or welfare. You can take time off from work to get medical attention for injuries caused by crime or abuse, receive services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of the crime or abuse, receive psychological counseling or mental health services related to an experience of crime or abuse, or participate in safety planning and take other actions to increase safety from future crime or abuse. You may use accrued paid sick leave or vacation, personal leave, or compensatory time off that is otherwise available for you. Even if you don't have paid leave, you still have the right to time off. If you can, you should tell your employer before you take time off. Even if you cannot tell your employer beforehand, your employer cannot discipline you if you give proof explaining the reason for your absence within a reasonable time. Proof can be a police report, a court order, a document from a licensed medical professional, a victim advocate, a licensed health care provider, or counselor showing that you were undergoing treatment for domestic violence related trauma, or a written statement signed by you, or an individual acting on your behalf, certifying that the absence is for an authorized purpose. You have the right to ask your employer for help or changes in your workplace to make sure you are safe at work

Your employer cannot treat you differently or fire you because:

- You are a victim of domestic violence, sexual assault, stalking, a crime that caused physical injury or mental injury, or a crime involving threat of physical injury; or are someone whose immediate family member is deceased as a direct result of a crime
- You asked for leave time to get help.
- You asked your employer for help or changes in the workplace to make sure you are safe at work.

Catastrophic Sick Leave Donation Policy

Full-time employees who are experiencing catastrophic illness and have exhausted all their paid leave may request donations of accumulated unused sick leave from other employees of VCBLA who wish to donate sick leave to that individual.

A "catastrophic illness" or "injury" means an illness or injury that is expected to incapacitate the employee for an extended period of time, or that incapacitates a member of the employee's family which incapacity requires the employee to take time off from work for extended periods of time to care for that family member, and taking extended time off work creates a financial hardship for the employee because s/he has exhausted all of his/her sick leave and other paid time off.

"Members of the employee's family" shall be limited to a parent, spouse/domestic partner, child,sibling,parent-in-law, son/daughter-in-law, grandparent and grandchild of the employee or any relative living with the employee.

The intent of this leave is to provide employees economic relief for devastating personal health circumstances. Catastrophic leave may not be used for:

1. Elective surgery
2. Personal necessity leave
3. Normal pregnancy
4. Substance abuse rehabilitation
5. Bereavement

A full-time employee may request donated catastrophic sick leave up to thirty (30) days through the lifetime of employee tenure at VCBLA.

Whenever possible, the employee must submit a request for the additional days to the Employee Supervisor at least fifteen (15) working days before he or she expects to exhaust all other available sick leave. A verification of the information in the request from the employee's physician must be attached.

When the Employee Supervisor determines that the illness or injury meets the appropriate criteria, the Employee Supervisor shall contact the Human Resource Department who will contact all other VCBLA employees to announce that they may donate up to twenty-four (24) hours of their personal sick leave days for use by the employee requesting the catastrophic sick leave. All employees shall also be notified that the donation is irrevocable. Employees with fewer than twenty-four (24) hours of accumulated sick leave days are not eligible to contribute sick leave days to the Catastrophic Leave Program. All employees, whether full- or part-time, must donate sick leave in increments of eight (8) hours.

Employees will authorize their donation on a signed form provided and collected by the Human Resource Department.

Human Resources will conduct a lottery, assign each donor a number, and prepare a confidential list of donation orders to be kept in the EZ office. Each eligible donor on the list will have his or her available sick leave reduced as it is used in the order established by the lottery donor number. The Employee Supervisor or designee will notify all employee donors of the status of their donated sick leave.

Unpaid Leave of Absence

VCBLA recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be submitted with ample notice (if feasible) and approved by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

If you are currently enrolled in medical and dental, coverage will remain in force during a medical or worker's compensation leave of absence, provided you pay the appropriate premiums. Whether you are required to pay your own premiums will depend upon the length of your leave of absence. During a family/medical leave, your medical and dental benefits will remain in force provided you pay the appropriate premiums. Benefits are terminated the day any other type of leave begins. No vacation time is accrued during any type of unpaid leave of absence.

Family and Medical Leave Act/California Family Rights

This policy explains how the School complies with the federal
Family and Medical Leave Act ("FMLA") and the **California Family Rights Act ("CFRA")**, both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as **"FMLA leave."**

Employee Eligibility Criteria

To be eligible for FMLA leave, the employee must have been employed by the School for a

total of at least twelve (12) months and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave.

Events That May Entitle an Employee To FMLA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
    a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
    b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
    c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
    d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider
3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. Under CFRA; siblings, grandparents, grandchildren, and domestic partners are also included.
4. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.

- Amount of FMLA Leave Which May Be Taken

1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the

employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kind a covered Armed Forces service member shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve(12) month period to care for the service member.
3. The "twelve month period" in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA leave entitlement. Similarly, if an employee uses FMLA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's CFRA entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay During FMLA Leave

1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance

written notice of the terms and conditions under which premium payments must be made.

VCBLA may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced. An employee who was absent from work while fulfilling his or her covered service obligation under the Uniformed Services Employment and Reemployment Rights Act ("USERRA") shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service.

- Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the Employee Supervisor. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position

7. The School will respond to an FMLA leave request no later than five (5) days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.

2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above). Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

3. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Limitations on Reinstatement

1. VCBLA may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.

2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and maintenance of health benefits if the School determines that substantial and grievous injury to the

School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the school realizes after the leave has commended that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

- Employment during Leave

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

<u>Pregnancy Disability Leave of Absence</u>

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

  To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

  The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

  1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to

pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

Pregnancy disability leave does not count against the leave which may be available as Family Care and Medical Leave.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

VCBLA shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) month period. VCBLA can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
    - The employee is taking leave under the California Family Rights Act.

- There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
- There is a non-pregnancy related medical condition requiring further leave.
- Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Employee Supervisor. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

2. Employee should provide not less than thirty (30) days or as soon of notice as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's

pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

    a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

    b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

    A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with VCBLA policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

<u>Industrial Injury Leave (Workers' Compensation)</u>

VCBLA, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to the Employee Supervisor;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Employee Supervisor; and
- Provide the School with a certification from your healthcare provider regarding the need for workers' compensation disability leave as well as your eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. VCBLA, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of evaluation emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries must be reported to the Employee Supervisor and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.

- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

VCBLA shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement

during time served, provided such vacation/paid time off accrued prior to the leave.

VCBLA will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

VCBLA shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

Full-time employees who have worked for more than thirty (30) days are entitled to a leave of up to three (3) workdays without loss of pay due to a death in the immediate family. For purposes of this policy, an immediate family member shall be limited to a parent (including parent-in-law), spouse/domestic partner, child (including son/daughter-in-law), sibling (including brother/sister-in-law), grandparent, or grandchild of the employee, the employee's spouse/domestic partner, or relative living with the employee. Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as both bereavement leave and scheduled days off. If an employee requires more than three (3) workdays off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued sick leave.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to provide work duties as assigned. For all non-exempt employees, the School will pay for up to three (3) days if you are called to serve on a jury.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Employee Supervisor at least two (2) days' notice.

Bone Marrow/Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive

up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the school that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use his or her earned but unused sick leave for bone marrow donation and two (2) weeks' worth of earned but unused sick leave for organ donation. If the employee has an insufficient number of sick days available, the leave will be considered unpaid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA
Leave.

School Appearance and Activities Leave

As required by law, VCBLA will permit an employee who is a parent or guardian of school children, from kindergarten through grade twelve (12), or a child in a licensed day-care facility, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school. If more than one parent or guardian is an employee of VCBLA, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused sick time to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Employee Supervisor thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, reemployment cannot always be guaranteed.

If an employee fails to return from a leave of absence on the date agreed and does not provide medical information to justify the continued absence, it will be assumed that the employee has voluntarily resigned.

If you need further information regarding Leaves of Absence, be sure to consult the Human Resources Manager.

Faculty and Staff Complaint Policy

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

Internal Complaints

(Complaints by Employees Against Employees, excluding termination)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including Conflict Resolution per the Internal and Formal Community Complaint Procedures and attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Supervisor or designee:

1. The complainant will bring the matter to the attention of the Supervisor as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The supervisor or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the Executive Director. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
4. If the complaint is about the Executive Director, the complaint may file his or her complaint in a signed writing to the Chair of the Board of Directors of the school, who will then confer with the board and may conduct a fact-finding or authorized a third party investigator on behalf of the board. The Board Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally through Conflict Resolution per the Informal and Formal Community Complaint Procedures, complainants may file a written complaint with the office of the Principal or Executive Director or Board Chair (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

1. The complainant will bring the matter to the attention of the Supervisor as soon as possible after attempts to resolve the complaint with the immediate manager have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Supervisor or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the Executive Director. The Executive Director or designee will then investigate the facts and provide a solution or explanation;
4. If the complaint is about the Executive Director, the complainant may file his or her complaint in a signed writing to the Chair of the Board of Directors of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

General Requirements

Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured

Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The Executive Director (if a complaint is about the Principal) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

VII. HEALTH AND SAFETY

Health and Safety Requirements for Employment

The School "Voices" is committed to providing and maintaining a healthy and safe work environment for all employees. Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Employees are required to report to your supervisor any potential health or safety hazards and all injuries or accidents. In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Tuberculosis Test

Except for employees transferring from other schools, no person shall be employed by the School unless the employee has submitted proof of an examination within the past 60 days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or a certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the

lungs. Employees may also provide a **"California School Employee Tuberculosis (TB) Risk Assessment Questionnaire"** signed by a licensed physician.

All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining physician showing the employee was examined and found free from active tuberculosis.

The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The school will have three recommended providers and shall reimburse costs at the maximum recommended provider's rate. The availability of this testing may be announced by the school.

This policy shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees.

Procedures for Background Checks

As a condition of employment, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal record summary information from the Department of Justice and Federal Bureau of Investigation. The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The school will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

First-Aid and CPR Training

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, Principal) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students.

All new teachers are required to complete one approved three-hour course in Cardiopulmonary Resuscitation (CPR) and one approved three-hour course in first aid before the first official day of school. All continuing teachers are required to take a refresher course in both CPR and first aid. Teachers will make their own arrangements for such training and will provide documentation of completion and cost to the school. As allowed by the school's budget, the school may reimburse the teacher for the cost of the course (s) up to a maximum of $75.00 for a 6-hour CPR/First Aid course, and up to $40.00 for a CPR refresher course.

Child Abuse Reporting

Any employee or other mandated reporter who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the San Jose Police Department, any other police department, sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department.

Mandated reporters of child abuse include but are not limited to teachers, instructional aides, teacher's aides or assistants, classified employees, certificated pupil personnel employees, administrators and employees of a licensed daycare facility, Head Start teachers,

school police or security officers, administrators, and/or presenters or counselors of a child abuse prevention program.

Child abuse or neglect includes the following:

1. A physical injury inflicted in a manner other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code 11165.1.
3. Neglect as defined in Penal Code 11165.2.
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4.
6. Abuse or neglect of a child in out-of-home care, including at school, as defined in Penal Code 11165.5.

Mandated reporters are required to report instances of child abuse when the mandated reporter has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.
Child abuse should be reported immediately or as soon as practically possible by phone to the San Jose Police Department or child protective services. The phone call must be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child's parents.

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received. The reporting duties are individual and cannot be delegated to another person. Reporting the information to an employer, supervisor, Principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement, and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168) Mandated reporters may obtain copies of the form from either the school or the appropriate agency or go online to https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf?

Reports of suspected child abuse or neglect shall include, if known:

a. The name, business address, and telephone number of the person

making the report and the capacity that makes the person a mandated reporter.

b. The child's name and address, present location and, where applicable, school, grade, and class.
c. The names, addresses, and telephone numbers of the child's parent/guardians.
d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code 11167)
Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the Principal or designee as soon as possible after the initial telephone report to the appropriate agency.

The Principal or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Principal may assist in completing and filing these forms.

The mandated reporter shall not be required to disclose his/her identity to the Principal. He/she may provide or mail a copy of the written report to the Principal or designee without his/her signature or name.

Preventing Sexual Abuse Policy

Training Requirements

General Training Requirements

1. All Personnel are required to complete a basic orientation prior to contact with students. New Personnel are required to review this policy and agree to comply with the school's Code of Ethics.
2. All Personnel are required to complete basic abuse prevention training within 30 days of beginning work with students.

All personnel are required to complete additional abuse prevention training every year. Documentation of training is maintained in personnel files.

Additional Training Requirements

a. Personnel who are responsible for screening and selecting Personnel to work with students are required to complete specialized training in screening and selection.

b. Personnel in supervisory positions are required to complete training in monitoring, supervision and responding to concerns.

Conduct with Students

The following guidelines are intended to assist Personnel in making decisions about interactions with students in Voices College-Bound Language Academies. For clarification of any guideline or to inquire about behaviors not addressed here, contact the Principal of Voices College-Bound Language Academies.

1. General Conduct

a. Personnel are responsible for releasing

students in a custodial care relationship only to parents, legal guardians or other persons designated by parents or legal guardians. In the event that Personnel are uncertain of the propriety of releasing a student, they should locate or contact their immediate supervisor before releasing the student.

b. Personnel will report unmanageable or unusual behavior of students to parents or legal guardians as soon as possible.

c. Personnel are prohibited from the use, possession, distribution, or being under the influence alcohol, tobacco products, or any illegal drugs while in the presence of students.

d. Personnel will respond to children with respect and consideration and treat all children equally, regardless of sex, race, religion, culture, socio-economic, or other protected status. Personnel will portray a positive role model for youth by maintaining an attitude of respect, patience and maturity.

e. Personnel are prohibited from speaking to students in a way that is or could be construed by any observer as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Personnel are expected to refrain from swearing in the presence of students.

f. Personnel are cautioned against initiating sexually oriented conversations with students. Staff in a mentoring or counseling relationship may respond to sexually oriented questions or comments from students, but will do so in a manner consistent with school values and the position statements of Voices College-Bound Language Academies. Personnel are not permitted to discuss their own sexual activities with students.

g. Money or gifts will not be given to children or youth, except for within the context of a group gift, given to all participants in celebration of special events or recognition.

h. Personnel will never be rude or inappropriately dressed in the presence of students. Personnel must be well groomed and appropriately dressed at all times.

i. Personnel are prohibited from possessing any sexually oriented or morally inappropriate printed materials (magazines, cards, videos, films, clothing, etc.) on Voices College-Bound Language Academies property or in the presence of students.

j. Personnel are prohibited from viewing or downloading any sexually oriented or morally inappropriate internet materials on Voices College-Bound Language Academies property or in the presence of students.

2. Discipline Procedures

a. Personnel are prohibited from using physical punishment in any way for behavior management of students. No form of physical discipline is acceptable. This prohibition includes spanking, slapping, pinching, hitting or any other physical force as retaliation or correction for inappropriate behaviors by students.

b. Personnel are prohibited from using the following techniques for behavior management under any circumstances:

- Isolation, except as needed for the child to gain self-control, and then only under the supervision of an adult, and no longer than 15 minutes

- Withholding food or water

- Degrading punishment

- Work assignments unrelated to a natural or logical consequence without parental consent

- Group punishment for one child's behavior

- Excessive exercise

- Withholding access to contact with parents or guardians

- Withholding or using medications for punishment

- Mechanical restraint such as rope or tape to restrict movement

- Physical restraint

c. Personnel must use positive techniques of guidance, including redirection, positive reinforcement and encouragement rather than inappropriate competition, comparison and criticism.

d. Personnel will have age appropriate expectations and guidelines that minimize the need for discipline.

Supervision of Programs

1. General Monitoring

- Personnel will never leave a student unsupervised.
- Personnel must avoid being alone with a single student where they cannot be observed by others.
- In special programs that require one to one contact, additional safeguards must be in place. Examples of safeguards include surveying of students, contact with students by supervisors and contact logs which are kept by Personnel
- A minimum of two screened adults should be available in each program facility.
- The adult-child ratio should meet state guidelines and should be directly related to the goals of the program, the design of the facility, and the use of other community resources.
- The adult-child ratio should be adjusted for those programs that serve students with special needs.
- Parents and guardians are encouraged to be part of any and all school activities in which their children are involved. Parents have an open invitation to observe activities in which their children are involved. However, parents who desire to participate in or have continuous, ongoing contact with their child's programs are required to complete the volunteer application process.
- Voices College-Bound Language Academies schools offices will maintain an up to date list of approved Voices College-Bound Language Academies sponsored programs for students. The list will include activities, purpose, sponsors or coordinators of the programs, meeting times and locations.
- Personnel are not permitted to develop new activities for children and youth without approval from the Principal. Requests to develop new activities should be submitted in writing.

2. Facility Monitoring

- All unused rooms, storage areas, and closet doors must be kept locked at all times.
- All unused buildings and areas must be designated, posted and enforced as off-limits to children.
- All students are required to remain in facility areas that are easily viewed by Personnel.
- All facilities are required to utilize open doors, open blinds and windows to allow informal monitoring by passerby, unless safety warrants otherwise.

Reporting of Problems

1. Reporting of Inappropriate Behaviors with Students

a. Because Voices College-Bound Language Academies is dedicated to maintaining a zero tolerance for abuse, it is imperative for every member of this community to participate actively in the protection of children and youth.

In the event that Personnel observe any suspicious or inappropriate behaviors on the part of other Personnel, it is their personal responsibility to immediately report their observations. Examples of suspicious or inappropriate behaviors would be policy violations, neglectful supervisions, seeking private time with students, taking students off-premises without adhering to procedures, buying unusual gifts for children and youth, poor role modeling, swearing or making suggestive comments to students. Inappropriate behaviors or policy violations that relate to interactions with students should be reported to the Principal.

b. All reports of suspicious or inappropriate behavior with children
and youth will be taken seriously. Applicable law and Voices College-Bound Language Academies procedures will be carefully followed to ensure that the rights of all those involved are protected.

c. If at any point in gathering information about suspicious or inappropriate behavior, a reasonable suspicion arises that there is a possibility of abuse, the state authorities will be contacted and a report filed.
d. If at any point, policy violations with students are confirmed,
Personnel will be subject to disciplinary action up to and including termination and possible prosecution.

Employee Discipline Procedures

1. It is the policy of Voices College-Bound Language Academies to maintain the highest quality personnel who exhibit exemplary conduct and superior performance. To this end, all Personnel are to be informed by administration of what is expected of them in the performance of their roles, how to conform to Voices College-Bound Language Academies policies and how well their performance meets expectations.

2. When Personnel performance or conduct does not meet expectations of Voices College-Bound Language Academies, it is the responsibility of administration to address the problems (s) in a timely and equitable manner. Violations if the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions or termination. The School's disciplinary system is informal and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon the first offense.
3. All documents associated with the discipline procedure are to be retained in the personnel file of the employee.

Smoke-Free Environment

The Charter School maintains a smoke-free environment.
Smoking is not allowed anywhere on Charter School Property. It is the responsibility of each staff member to adhere to this rule, and to inform his or her guests of our non-smoking policy.

Drug-Free Workplace

It is the Network's policy to maintain a drug and alcohol-free workplace. No employee may use, possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils or on School property at any time.

Engaging in any of the activities above shall be considered a violation of School policy and the violator will be subject to discipline, up to and including termination. The School complies with all federal and state laws and regulations regarding drug use while on the job.

Participation in Recreational or Social Activities

Employees may participate in activities sponsored by or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

Security Protocols

Be aware of unknown persons loitering in walkways, entrances, and exits of the school and report any suspicious persons or activities to office staff. Secure your classroom or office at the end of each day. When called away from your classroom for an extended length of time, do not leave valuable or personal articles unattended. The security of our facility is directly related to the health and safety of our students and our colleagues. You should immediately notify the Principal when keys are missing or if security access has been breached.

Bloodborne Pathogens Exposure Control Plan

The Principal or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Injury and Illness

In the event of injury, contact the office immediately, a report will be filed and depending upon the condition of the injury, the injured party will be taken to a physician, or hospital, or released on their own. If a staff member is out ill for three (3) consecutive days or more, he/she must submit a doctor's release before returning to school to resume duties.

<u>Reporting an Injury</u>

Staff members are responsible for reporting any job related injury to the Business Manager or Supervisor immediately. Staff will be asked to fill out the Employer's First Report of Injury Form and provided with information regarding seeking medical attention under the Worker's Compensation Plan. Staff should report any injury on a timely basis, even minor injuries not requiring immediate medical attention, so that appropriate records can be kept.

Emergency Plans

Appropriate fire exit and earthquake preparedness drills will be administered monthly. In the case of an actual emergency, teachers are responsible for staying at the school site (or evacuation staging area) until a school director releases them. During an emergency, teachers must always have a roster of students under their direct supervision.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency to office staff or Principal. In addition, all employees should know the local emergency numbers such as 911.

Guests and Visitors

All guests and visitors must report to the main office to sign in and receive a guest pass to enter Voices Academies and should be there only for professional or volunteer reasons. All staff is expected to uphold a professional presence at all times and refrain from inviting personal friends/ visitors

VIII. INFORMATION AND COMMUNICATION

Communication and Technology Policy

All School "Voices" owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School.

Additionally, the School uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, images harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide to the Principal all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use, unless previously authorized, is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify, use, or forward copyrighted materials unless authorized by law or with express written

permission of the owner of the copyright. Employees are not permitted to use the School's communications equipment and technology to view visual images that are illegal, obscene, child pornography and/or images harmful to minors.

The e-mail system and internet access is not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and internet access is not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter's express permission. Each employee is responsible for the content of the messages sent our using his/her School issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use.

Employee Blogs/Social Media

If an employee decides to keep a personal blog/social media accounts that discuss any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, coworkers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation

The School reserves the right to take disciplinary action against any employee whose blog violates this or other School policies.

Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas where other employees are working. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

Moreover, the School's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

External Communications Policy

Occasionally, employees may be contacted by outside sources requesting information relating to Voices College-Bound Language Academies ("Voices"), including information regarding current or former employees, Voices projects, or other workplace issues. In order to avoid providing inaccurate or incomplete information to outside sources, and the possible negative exposure that may result from providing information about Voices to outside sources, any employee asked to speak for or on behalf of Voices by any outside source should immediately contact the appropriate Voices official, as detailed below:

A. Employment References and Verifications

It is the policy of Voices to truthfully respond to inquiries from prospective employers regarding employees who separate from Voices. Employees contacted by outside sources requesting an employment reference or employment verification for a current or former employee should not provide any information to the requesting individual or organization. Instead, employees should refer the requesting individual or organization to the Human Resource Department. No employee, other than the Human Resource Department, is authorized to provide employment references or employment verifications for any current or former employee on behalf of Voices.

Verbal recommendations will generally be limited to employee's title(s) and dates of employment. Voices shall not release any additional information, not provide letters of recommendation, unless the employee provides Voices with a signed, completed **"Authorization for Release of Information and Waiver of Liability for Employment References"** (Appendix A) Voices shall have the sole discretion to determine whether a letter of recommendation will be provided. The Human Resource Department shall be responsible for the preparation of any letters of recommendation. Should verbal comments be made to prospective employers after providing a written letter of recommendation, such comments shall be consistent with the written recommendation.

This policy shall not preclude any Voices employee serving as a personal reference for any current or former Voices Employee. However, personal references may not be provided using Voices letterhead or Voices email account. Further, any employee providing a personal reference must state to the party requesting the reference that he/she is not speaking on behalf of Voices.

B. Media Contacts

Voices will respond to media inquiries in a timely and professional manner only through the designated Voices spokesperson. If an employee is contacted by a representative from any media organization (e.g., television, radio, or newspaper reporters) to speak for or on behalf of Voices, the employee should notify the media representative that he or she is not authorized to make a public comment on behalf of Voices,

and immediately refer to media representative to the Community Engagement Strategist. No employee may communicate with media agents on behalf of the Voices without prior authorization from the Chief Executive Officer.

C. Outside Attorneys and Investigators

If an employee is contacted by an outside attorney or investigator regarding Voices operations, including information regarding current or former employees, Voices projects, or other workplace issues, the employee should inform the inquiring party that he/she is not authorized to speak on behalf of Voices and immediately obtain the individual's name and telephone number. The individual's name and telephone number should then be immediately provided to the Chief Executive Office

HARASSMENT COMPLAINT FORM

It is the policy of Voices College-Bound Language Academies ("Voices" or "Academy") that all of its employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors be free from harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

You may file this form with the Chief Executive Officer or, if the complaint is about the Chief Executive Officer, with the Board Chair.

Please review the Academy's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

Voices will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the Academy will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the Academy will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize Voices to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the Academy will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the Academy both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:_____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe sexually harassed you or someone else: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the Academy to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

Received by: _____ Date:_____

COMMUNITY COMPLAINT FORM

Name:_____ Address: _____

Telephone Number (day) _____ (evening) _____

Date of alleged incident(s): _____ Who is your complaint against: _____

List any witnesses that were present: _____

Has this been discussed with him/her? If so, when? _____
_____

Have you attempted using the School Conflict Resolution Process? If so, please describe?
_____
_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible. *Please include all important information such as location, names, dates, and who was present, any verbal statements, what you did to avoid the situation, and who it was reported to initially. Please use additional paper if needed.*
_____
_____
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_____

What remedy or action do you suggest?
_____
_____
_____
_____

The following information is listed neither to encourage nor discourage the filings of a complaint. Rather, it is intended to inform you of the possible outcomes of a formal Voices complaint proceedings:

- I understand that Voices may request additional information from me regarding this matter, and I agree that I will provide such information as is available to me. I also understand that as complainant, I may also be required to testify and be subject to cross- examination.
- I understand that while my request resolution of this matter will be carefully considered, the ultimate action taken may ultimately be more or less severe than the remedy I have proposed. In serious situations the information contained in this complaint may be used among other things as a basis for termination of an employee.
- I understand that I may request to withdraw this complaint at any time. However, in the event that Voices views the matter raised in this complaint as being sufficiently serious, Voices may pursue this matter despite my desire not to proceed.

I hereby authorize the Voices Academies to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify the information I have provided in the complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature: _____ Date: _____

Printed Name: _____

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ American Indian Education
- ☐ Child Development Programs
- ☐ Migrant Education
- ☐ Special Education
- ☐ Pupil Fees
- ☐ After School Education and Safety
- ☐ Consolidated Categorical Aid
- ☐ Child Nutrition
- ☐ No Child Left Behind Programs
- ☐ State Preschool
- ☐ Local Control Funding Formula
- ☐ Agricultural Vocational Education
- ☐ Career/Technical Education
- ☐ Foster/Homeless Youth
- ☐ Regional Occupational Programs
- ☐ Tobacco-Use Prevention Education
- ☐ Lactating Pupils

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ❏ Age
- ❏ Ancestry
- ❏ Color
- ❏ Disability (Mental or Physical)
- ❏ Ethnic Group Identification
- ❏ Gender / Gender Expression / Gender Identity
- ❏ Genetic Information
- ❏ National Origin
- ❏ Race or Ethnicity
- ❏ Religion
- ❏ Sex (Actual or Perceived)
- ❏ Sexual Orientation (Actual or Perceived)
- ❏ Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Voices College-Bound Language Academies
Executive Director
6840 Via Del Oro, Suite #160
San Jose, CA 95119

Acknowledgment of Handbook and At-Will Employment

This is to acknowledge that I have received a copy of the Voices Academies College-Bound Language Academies 2022-2023. Employee Handbook and I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

_____ _____

Employee's Signature Date

_____

Employee's Printed Name

Coversheet

Approve 2022-2023 Academic and Operations Calendar for Voices Morgan Hill

Section:	II. Consent Items
Item:	E. Approve 2022-2023 Academic and Operations Calendar for Voices Morgan Hill
Purpose:	Vote
Submitted by:	
Related Material:	MH Copy of 2022-23 Academics School Calendar.pdf MH Copy of 2022-23 Operations Calendar.pdf

2022-23 Academic School Calendar/ Calendario Escolar 2022-23

AUGUST (1)						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER (16)						
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OCTOBER (20)						
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23/30	24/31	25	26	27	28	29

NOVEMBER (19)						
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DECEMBER (12)						
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JANUARY (19)						
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29	30	31				

FEBRUARY (18)						
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MARCH (22)						
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APRIL (15)						
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MAY (22)						
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JUNE (12)						
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Holidays & Voices Network Events 2022-23

- Sept 8 — First Day of School (minimum day)
- Sept 8-9 — First Week of School/Minimum Days
- Minimum Days
- Dec 19-Jan2 — Winter Break
- # — Teacher Work Days NO SCHOOL
- April 10-14 — Spring Break
- Jun 14 — Last Day of School (minimum day)
- # — Observed Holidays NO SCHOOL

Revised 5/16/2022

2022-23 MORGAN HILL Operations Calendar

JULY						
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AUGUST						
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SEPTEMBER (16)						
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OCTOBER (20)						
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23/30	24/31	25	26	27	28	29

NOVEMBER (19)						
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DECEMBER (12)						
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JANUARY (19)						
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FEBRUARY (18)						
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26	27	28				

MARCH (22)						
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APRIL (15)						
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23/30	24	25	26	27	28	29

MAY (22)						
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JUNE (10)						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Holidays & Voices Network Events 2022-23

Aug 1	New Teacher Training	Dec 19-Jan2	Winter Break	Jun 14	Last Day of School (minimum day)
Aug 17	All Teacher Training	Oct 14	Day of Practice 1 (1:00 pm to 4:00 pm)	#	Observed Holidays
Aug 22	All Staff Meeting (OpsaPalooza)	Jan 27	Day of Practice 2 (1:00 pm to 4:30 pm)		Teacher Work Days
Aug 22	AT Start Date	April 10-14	Spring Break		ROCI/Conferences/Minimum Days
Sep 8	First Day of School (minimum day)		Facilitated Planning Days (students not in session)		Wellness Days (minimum day)

Revised 5/16/2022

2022-23 MORGAN HILL Operations Calendar

Revised 5/16/2022

Coversheet

Approve Voices Morgan Hill 22-23 Instructional Minutes

Section: II. Consent Items
Item: F. Approve Voices Morgan Hill 22-23 Instructional Minutes
Purpose: Vote
Submitted by:
Related Material: MH Copy of Instructional Minutes_2023.pdf

Instructional Time Verification Calculations

Voices College-Bound Language Academies Schools

2022-23

	TK to Kinder	1st	2 to 3	4 to 5	6 to 8
Regular Days: Total Daily Minutes					
Daily Start	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM
Subtotal Minutes	480	480	480	480	480
Non-Instructional Minutes					
Recess	30	30	30	30	25
Lunch	30	30	30	30	35
Enrichment	60	60	60	60	55
Subtotal Non-Instructional Minutes	120	120	120	120	115
Subtotal Minutes Per Regular Day	360	360	360	360	365
Regular Days Per Year	144	144	144	144	144
Subtotal Annual Minutes on Regular Days	51,840	51,840	51,840	51,840	52,560

	TK to Kinder	1st	2 to 3	4 to 5	6 to 8
Minimum Days: Total Daily Minutes					
Daily Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End Time	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM
Subtotal Minutes	270	270	270	270	270
Non-Instructional Minutes					
Recess	15	15	15	15	10
Lunch	30	30	30	30	30
Subtotal Non-Instructional Minutes	45	45	45	45	40
Total Minutes Per Minimum Day	225	225	225	225	230
Minimum Days Per Year	31	31	31	31	31
Subtotal Annual Minutes on Minimum Days	6,975	6,975	6,975	6,975	7,130

	TK to Kinder	1st	2 to 3	4 to 5	6 to 8
Total Annual Instructional Minutes	58,815	58,815	58,815	58,815	59,690
Required Minutes	36,000	50,400	50,400	54,000	54,000
Amount Above/(Below) Minimum	22,815	8,415	8,415	4,815	5,690

Coversheet

Approve Contracts

Section: II. Consent Items
Item: G. Approve Contracts
Purpose: Vote
Submitted by:
Related Material:
2022-2023 Voices Academies CMO & ANet Pricing Proposal.pdf
InnovateEDU_Reports_Academic 22-23 quote.pdf
Voices College-Bound Language Academies Achieve3000 Literacy and Smarty Ants Renewal 6.14.22.pdf

Voices Academies CMO & Achievement Network

June 14, 2022

ANet is a mission-driven nonprofit organization. The price that partners pay for ANet's products and services covers only a portion of the total cost, and ANet raises money at the national level to help keep our work affordable for our partners. The cost of ANet's programming (detailed below) includes all overhead expenses and indirect costs. Throughout our partnership, Voices Academies CMO will have access to ANet's suite of instructional tools and resources.

2022-2023 Instructional Products Pricing

Instructional Products Partnership	
myANet online platform and instructional resources	Included
Online quiz tool	Included
Formative interim assessments in ELA & Math for grades 2 - 8	Included
Subtotal for 5 schools ($16,000 per school)	**$80,000**
Total Fees	**$80,000**

LandingZone

Final Quote and License Fee

CUSTOMER

Date: 11/24/2021

VOICES Academies
Hayley Coughlin

hcoughlin@voicescharterschool.com

DESCRIPTION	QTY	UNIT PRICE	TOTAL
Base cost (Project enrollment for SY2021-22)	1,447	$3.00	$4,341.00
SIS integration: Powerschool	1	$3,500.00	$3,500.00
Native Ed-Fi integration: Illuminate DnA	1	$0.00	$0.00
edTech Integration: Renaissance STAR	1	$1,000.00	$1,000.00
edTech Integration: Achieve3000	1	$1,000.00	$1,000.00
edTech Integration: Dreambox	1	$1,000.00	$1,000.00
edTech Integration: Whetstone	1	$1,000.00	$1,000.00
edTech Integration: Google Classroom	1	$1,000.00	$1,000.00
Optional: BigQuery SQL & Data Studio support	1	$3,000.00	$3,000.00
		TOTAL	**$15,841.00**

DS
EA

TERMS & CONDITIONS

Invoice will be sent on July 1, 2021. The license term is July 1, 2021 - June 30, 2022.
Complete payment of the amount of the stated purchase price is due within thirty (30) days of the invoice date. If payment is not received by the Customer within 30 days, the invoice is considered past due. Invoices with past due payments will be put on hold and are subject to account termination.

BILLING CONTACT

NAME: Elizabeth Aguilar

EMAIL: eaguilar@voicescharterschool.com

PHONE #: 5102995742

If you have any questions, please contact :
Erin Mote| erin@innovateedunyc.org | (443) 928-6427

Thank you for your business!

Quote ID: Q-79667
Contract Period: 09/01/2022 - 06/30/2023
21-22 License Expiration Date: 06/30/2022

Quote Date: 06/14/2022
Valid Until: 08/01/2022

Client Information

Account Name	
Voices College-Bound Language Academies	
Address	**Client**
14271 Story Rd San Jose, CA 95127-3823 Phone: (408)571-6404	Elizabeth Aguilar Email: eaguilar@voicescharterschool.com Phone: (408) 791-1609

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

Participating Schools	**Total Licenses Purchased**	
	Program	**22-23**
Voices Franklin McKinley	Literacy	282
	Smarty Ants	Unlimited
Voices Morgan Hill	Literacy	254
	Smarty Ants	Unlimited
Voices Mount Pleasant	Literacy	192
	Smarty Ants	Unlimited
Voices Stockton	Smarty Ants	Unlimited
Voices West Contra Costa	Literacy	150
	Smarty Ants	Unlimited

Product	Cost	Qty	Total
Achieve3000 Literacy: includes 1 student license. *(LIT-STDT)*	$42.00 per student	878	$36,876.00
Professional Learning Services *(PDI)*	$2,695.00 per session	1	$2,695.00
Smarty Ants: Unlimited Licenses for Students in PreK- 2 at 1 Site; Includes Onsite Professional Learning Services *(SA)*	$4,795.00 per site	5	$23,975.00
Achieve3000 Site Setup Fee - Annual fee per school for deployment and ongoing support, including rostering, integrations, and customer support. *(SITE-SETUP)*	$290.00 per site	5	$1,450.00
Smarty Ants Español: Unlimited Student Licenses at 1 Site *(SAE-NP)*	$0.00 per site	5	$0.00
Subtotal			$64,996.00
Order Total			**$64,996.00**

See Next Page for Quote Acceptance

Acceptance for Quote ID Q-79667: $64,996.00

Voices College-Bound Language Academies	Achieve3000
Account Name	
Signature	*Signature*
Name / Title	*Name / Title*
Date	*Date*

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

Achieve3000
331 Newman Springs Road
Suite 304
Red Bank, NJ 07701

Fax: (316) 221-0718
Email: orders@achieve3000.com

For questions, please contact Jennifer Ross at (732) 523-5660 or jennifer.ross@mheducation.com.

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

To explore more renewal options, such as a multi-year quote with LOCKED-IN PRICING for three full years, please contact your Customer Advocacy Manager for an adjusted quote.

About Achieve3000®

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

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

Coversheet

2022-23 EPA Resolution & Spending Plan (for each Voices school)

Section: II. Consent Items
Item: H. 2022-23 EPA Resolution & Spending Plan (for each Voices school)
Purpose: Vote
Submitted by:
Related Material: Voices FY23 EPA Resolutions and Spending Plans.pdf

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

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

DATED: June 21, 2022

_____
Board Chair or Representative

Powered by BoardOnTrack

Voices College-Bound Language Academy Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2022 - June 30, 2023

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

	Object Codes	Spending Plan
Amount Available for this Fiscal Year		
Education Protection Account	8012	912,118
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$912,118
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$0
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$912,118**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

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

DATED: June 21, 2022

_____
Board Chair or Representative

Powered by BoardOnTrack

Voices College-Bound Language Academy at Morgan Hill Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2022 - June 30, 2023
Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Spending Plan
Amount Available for this Fiscal Year		
Education Protection Account	8012	$67,712
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$52,712
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$15,000
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$67,712**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

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

DATED: June 21, 2022

_____
Board Chair or Representative

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Voices College-Bound Language Academy at Mount Pleasant Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2022 - June 30, 2023
Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Spending Plan
Amount Available for this Fiscal Year		
Education Protection Account	8012	$54,096
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$54,096
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$0
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$54,096**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

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

DATED: June 21, 2022

_____
Board Chair or Representative

Powered by BoardOnTrack

Voices College-Bound Language Academy at West Contra Costa County Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2022 - June 30, 2023
Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Spending Plan
Amount Available for this Fiscal Year		
Education Protection Account	8012	$56,304
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$56,304
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$0
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$56,304**

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

Voices College-Bound Language Academy at Stockton Education Protection Account (EPA) Spending Determination*

Estimated Expenditures July 1, 2022 - June 30, 2023

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

	Object Codes	Spending Plan
Amount Available for this Fiscal Year		
Education Protection Account	8012	$18,584
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$18,584
Administrator Salaries	1300	$0
Classified Salaries	2000s	$0
Employee Benefits	3000s	$0
Books and Supplies	4000s	$0
Services and Other Operating Expenses	5000s	$0
Capital Outlay	6000s	$0
Total Expenditures		**$18,584**

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

Coversheet

Declarations of Need

Section: II. Consent Items
Item: I. Declarations of Need
Purpose: Vote
Submitted by:
Related Material: DON_MH_(1) (1).pdf
DON_FM (1) (2).pdf
DON_MP (1) (1).pdf
DON_STK (1) (1).pdf
DON_WCC (2) (1).pdf

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022-2023

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Voices College Bound Language Academies- Morgan Hill District CDS Code: 43104390131748

Name of County: Santa Clara County County CDS Code: 43

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

Name	Signature	Title
408 791 1609	408 791 1609	
Fax Number	*Telephone Number*	*Date*

6840 Via Del Oro #160 San Jose, CA 95119
Mailing Address

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County Santa Clara County County CDS Code 43104390131748

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2023.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
408 791 1609	408 791 1609	
Fax Number	*Telephone Number*	*Date*

6840 Via Del Oro #160 San Jose, CA 95119

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	
Bilingual Authorization (applicant already holds teaching credential)	5
List target language(s) for bilingual authorization: Spanish	
Resource Specialist	
Teacher Librarian Services	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	6
Single Subject	2
Special Education	3
TOTAL	11

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
English	2

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EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes (No)

If no, explain. Not enough staff to support a program

Does your agency participate in a Commission-approved college or university internship program? Yes (No)

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

_____

_____

_____

If no, explain why you do not participate in an internship program.

Not enough staff to support a program

_____

_____

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State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022-2023

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Voices College Bound Language Academies- Franklin Mckinley District CDS Code: 43694500113662

Name of County: Santa Clara County County CDS Code: 43

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

Name	Signature	Title
408 791 1609	408 791 1609	
Fax Number	*Telephone Number*	*Date*

6840 Via Del Oro #160 San Jose, CA 95119
Mailing Address

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County Santa Clara County County CDS Code 43694500113662

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

Powered by BoardOnTrack

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2023.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
408 791 1609	408 791 1609	
Fax Number	*Telephone Number*	*Date*

6840 Via Del Oro #160 San Jose, CA 95119

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	
Bilingual Authorization (applicant already holds teaching credential)	5
List target language(s) for bilingual authorization: Spanish	
Resource Specialist	
Teacher Librarian Services	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	6
Single Subject	2
Special Education	3
TOTAL	11

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
English	2

Powered by BoardOnTrack

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes (No)

If no, explain. Not enough staff to support an intern program

Does your agency participate in a Commission-approved college or university internship program? Yes (No)

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

_____

_____

_____

If no, explain why you do not participate in an internship program.

Not enough staff to support with an intern program

_____

_____

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State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022-2023

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Voices College Bound Language Academies- MT. Pleasant District CDS Code: 43104390132530

Name of County: Santa Clara County County CDS Code: 43

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

Name	*Signature*	*Title*
408 791 1609	408 791 1609	
Fax Number	*Telephone Number*	*Date*

6840 Via Del Oro #160 San Jose, CA 95119
Mailing Address

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County Santa Clara County County CDS Code 43104390132530

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

Powered by BoardOnTrack

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2023.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
408 791 1609	408 791 1609	
Fax Number	*Telephone Number*	*Date*

6840 Via Del Oro #160 San Jose, CA 95119

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	
Bilingual Authorization (applicant already holds teaching credential)	5
List target language(s) for bilingual authorization: Spanish	
Resource Specialist	
Teacher Librarian Services	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	6
Single Subject	2
Special Education	3
TOTAL	11

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
English	2

Powered by BoardOnTrack

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes (No)

If no, explain. Not enough staff to support an Intern program

Does your agency participate in a Commission-approved college or university internship program? Yes (No)

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

_____

_____

_____

If no, explain why you do not participate in an internship program.

Not enough staff to support an Intern program

_____

_____

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022-2023

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Voices College Bound Language Academies- Stockton , District CDS Code: 39686760139907

Name of County: San Joaquin County CDS Code: 39

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

_____	_____	_____
Name	*Signature*	*Title*
408 791 1609	408 791 1609	
Fax Number	*Telephone Number*	*Date*

6840 Via Del Oro #160 San Jose, CA 95119
Mailing Address

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County San Joaquin , County CDS Code 39686760139907

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

Powered by BoardOnTrack

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2023.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title

Fax Number	Telephone Number	Date
408 791 1609	408 791 1609	

6840 Via Del Oro #160 San Jose, CA 95119

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	
Bilingual Authorization (applicant already holds teaching credential)	2
List target language(s) for bilingual authorization: Spanish	
Resource Specialist	
Teacher Librarian Services	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	4
Single Subject	
Special Education	1
TOTAL	5

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

Powered by BoardOnTrack

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes (No)

If no, explain. Not enough staff to support an intern program

Does your agency participate in a Commission-approved college or university internship program? Yes (No)

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

_____

_____

_____

If no, explain why you do not participate in an internship program.

Not enough staff to support an intern program

_____

_____

Powered by BoardOnTrack

State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022-2023

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Voices College Bound Language Academies- West Contra Costa District CDS Code: 07

Name of County: West Contra Costa County CDS Code: 07617960136903

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

Name	Signature	Title
408 791 1609	408 791 1609	
Fax Number	*Telephone Number*	*Date*

6840 Via Del Oro #160 San Jose, CA 95119
Mailing Address

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County West Contra Costa County CDS Code 07617960136903

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, 2023.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

Name	*Signature*	*Title*
408 791 1609	408 791 1609	
Fax Number	*Telephone Number*	*Date*

6840 Via Del Oro #160 San Jose, CA 95119

Mailing Address

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	
Bilingual Authorization (applicant already holds teaching credential)	4
List target language(s) for bilingual authorization: Spanish	
Resource Specialist	
Teacher Librarian Services	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	5
Single Subject	
Special Education	1
TOTAL	6

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

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EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes (No)

If no, explain. Not enough staff to support an intern program

Does your agency participate in a Commission-approved college or university internship program? Yes (No)

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

_____

_____

_____

If no, explain why you do not participate in an internship program.

Not enough staff to support an intern program

_____

_____

Powered by BoardOnTrack

Coversheet

2022-23 SCCOE STRS MOU

Section: II. Consent Items
Item: J. 2022-23 SCCOE STRS MOU
Purpose: Vote
Submitted by:
Related Material: Morgan Hill STRS MOU.pdf
MP STRS MOU.pdf
Flagship STRS MOU.pdf

Santa Clara County Office of Education

Memorandum of Understanding
between
Santa Clara County Office of Education
and
Voices College-Bound Language Academies at Morgan Hill

This Memorandum of Understanding (MOU), hereinafter referred to as the "Agreement", is between the Santa Clara County Office of Education (SCCOE) and Voices College-Bound Language Academies *(the "Agency"). SCCOE and the Agency can each be referred to as the "Party" or collectively as the "Parties" for the purpose of this Agreement.*

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This Agreement outlines the responsibilities and commitments of each Party regarding the participation in the required submission to the California State Teachers' Retirement System (CalSTRS), a uniform retirement data file for all school districts and charters within the county.

The Charter has determined that there is a need to enter into this agreement with the SCCOE for the services described herein**.**

2. Goals

- ☐ Improve access to inclusive, equitable, high-quality education.
- ☒ Provide quality support to districts, schools, students, and communities.
- ☒ Be a premier service organization.

The services under this agreement will provide Districts with the necessary support to comply with the California State Teachers' Retirement System (CalSTRS) reporting.

3. Responsibilities

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Santa Clara County Office of Education

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- The SCCOE will assist the Charter payroll representative in preparing appropriate entries for past reporting periods that were not processed prior to the effective date of this agreement.

3.3. Authorized Charter Representative for the Submission of Retirement Files to the SCCOE STRS Connect Portal:

Name: Catherine Barron

Title: Controller

E-Mail: Cbarron@voicescharterschool.com

Phone: 408-375-3157

4. Duration of Agreement

This Agreement begins on 7/1/22 and must be renewed each fiscal year beginning July 1 and ending June 30.

5. Articulation of Monies/Compensation

- The Charter agrees to pay the SCCOE for the services described under this Agreement as follows:
  - $2,500 per year to be paid upon signing and submission of this Agreement (On or before July 1 of every year).
  - A processing fee of $175 for each submitted retirement data file that is not acceptable and must be replaced and reprocessed. These fees shall be assessed monthly and are payable upon demand.
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- The Charter agrees to reimburse the SCCOE for any penalties and/or other levies assessed by CalSTRS that were caused by acts of the Charter.

6. Other Terms

6.1. Entire Agreement: This Agreement and its appendices and exhibits (if any) constitute the final, complete, and exclusive statement of the terms of the agreement between the Parties. It incorporates and supersedes all the agreements, covenants and understandings between the Parties concerning the subject matter hereof, and all such agreements, covenants and understandings have been merged into this Agreement. No prior or contemporaneous agreement or understanding, verbal or otherwise, of the Parties or their agents shall be valid or enforceable unless embodied in this Agreement.

6.2. Amendments: This Agreement may only be amended by a written instrument signed by the Parties.

6.3. Severability: Should any part of this Agreement between SCCOE and the Agency be held invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect the validity of the remainder of the Agreement, which shall continue in full force and effect, provided that such remainder can, absent the excised portion, be reasonably interpreted to give the effect to the intentions of the parties.

6.4. Third-Party Beneficiaries: This Agreement does not, and is not intended to, confer any rights or

Santa Clara County Office of Education

remedies upon any person or entity other than the Parties.

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8. Execution Authority

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Authorized Signatures: continued on the next page

Santa Clara County Office of Education

SCCOE:		**Agency Name:**	Voices College-Bound Language Academies at Morgan Hill
By:	Signature of Authorized SCCOE Official	By:	Lizzette Ramirez Signature of Authorized Agency Official
Name:		Name:	Lizzette Ramirez
Title:		Title:	COO
Date:		Date:	6/17/2022
Address:		Address:	6480 Via Del Oro, Ste 160 San Jose, CA 95119
Phone:		Phone:	
Email:		Email:	lramirez@voicescharterschool.com

Approved by the Charter Governing Board on:

Date: _____

For Contracts Office/Risk Management use only:

RM#: _____

Date: _____ Signature: _____

v. 11/01/2021

Santa Clara County Office of Education

Memorandum of Understanding
between
Santa Clara County Office of Education
and
Voices College-Bound Language Academies at Mount Pleasant

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Santa Clara County Office of Education

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E-Mail: Cbarron@voicescharterschool.com

Phone: 408-375-3157

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Santa Clara County Office of Education

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Santa Clara County Office of Education

SCCOE:

By: _____
Signature of Authorized SCCOE Official

Name: _____

Title: _____

Date: _____

Address: _____

_____

Phone: _____

Email: _____

Agency Name: Voices College-Bound Language Academies at Mount Pleasant

By: Lizzette Ramirez
Signature of Authorized Agency Official

Name: Lizzette Ramirez

Title: COO

Date: 6/17/2022

Address: 6480 Via Del Oro, Ste 160
San Jose, CA 95119

Phone:

Email: lramirez@voicescharterschool.com

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Date: _____

For Contracts Office/Risk Management use only:

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Date: _____ Signature: _____

v. 11/01/2021

Santa Clara County Office of Education

Memorandum of Understanding
between
Santa Clara County Office of Education
and
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Santa Clara County Office of Education

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Santa Clara County Office of Education

SCCOE:

By: _____
Signature of Authorized SCCOE Official

Name: _____

Title: _____

Date: _____

Address: _____

_____

Phone: _____

Email: _____

Agency Name: Voices College-Bound Language Academies At Flagship

By: Lizzette Ramirez
Signature of Authorized Agency Official

Name: Lizzette Ramirez

Title: CCO

Date: 6/17/2022

Address: 6480 Via Del Oro, Ste 160
San Jose, CA 95119

Phone:

Email: lramirez@voicescharterschool.com

Approved by the Charter Governing Board on:

Date: _____

For Contracts Office/Risk Management use only:

RM#: _____

Date: _____ Signature: _____

v. 11/01/2021

Coversheet

Public Hearing: Voices Flagship 21-22 Revised LCAP as SPSA

Section:	III. Public Hearings for Revised 2021-2022 LCAP as SPSA
Item:	A. Public Hearing: Voices Flagship 21-22 Revised LCAP as SPSA
Purpose:	Discuss
Submitted by:	
Related Material:	LCAP_SPSA_Flagship_2021_Merged.pdf

LCFF Budget Overview for Parents

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

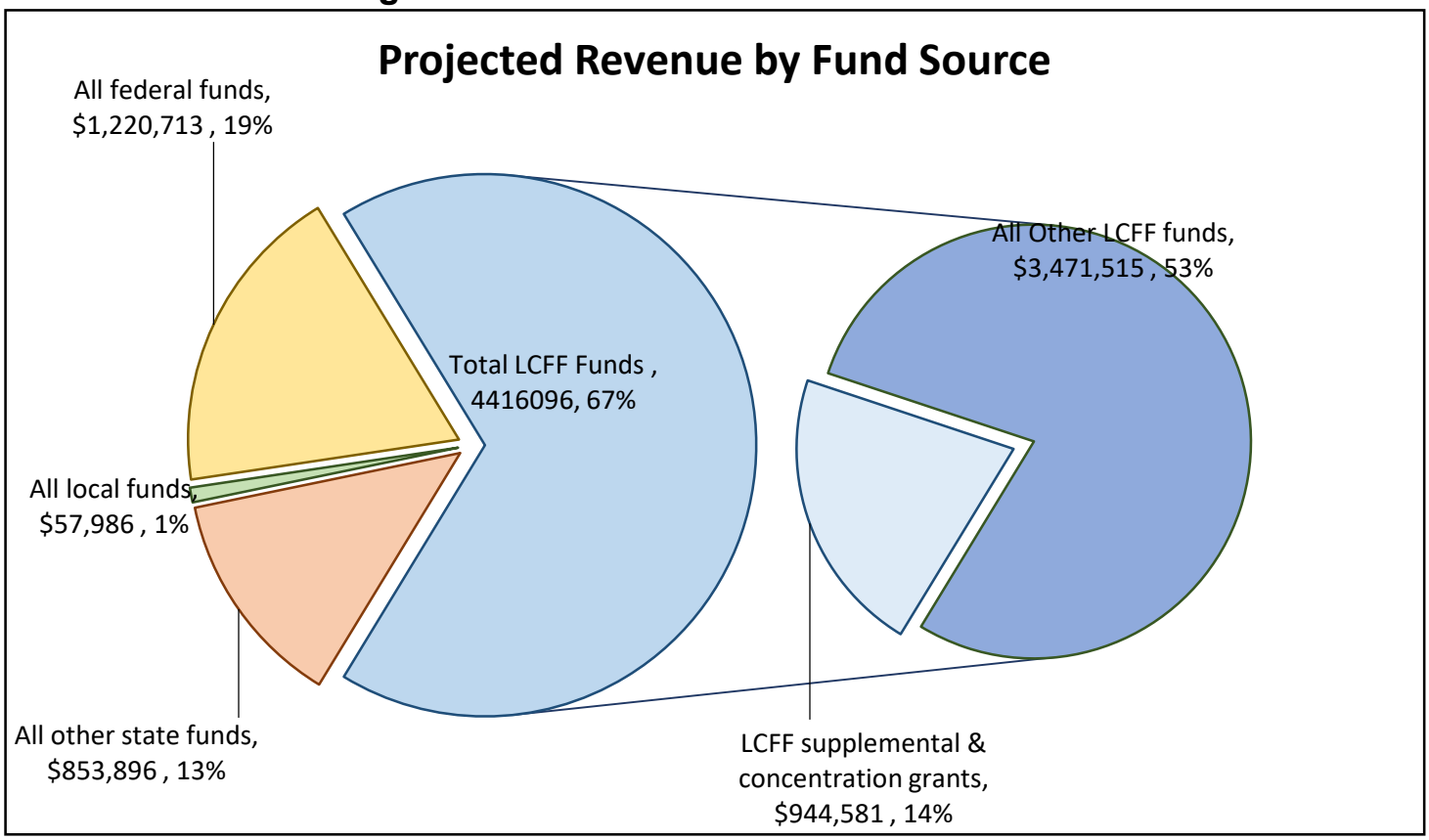
CDS Code: 43694500113662

School Year: 2021 – 22

LEA contact information: Catherine Barron, 408-791, cbarron@voicescharterschool.com

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

Budget Overview for the 2021 – 22 School Year

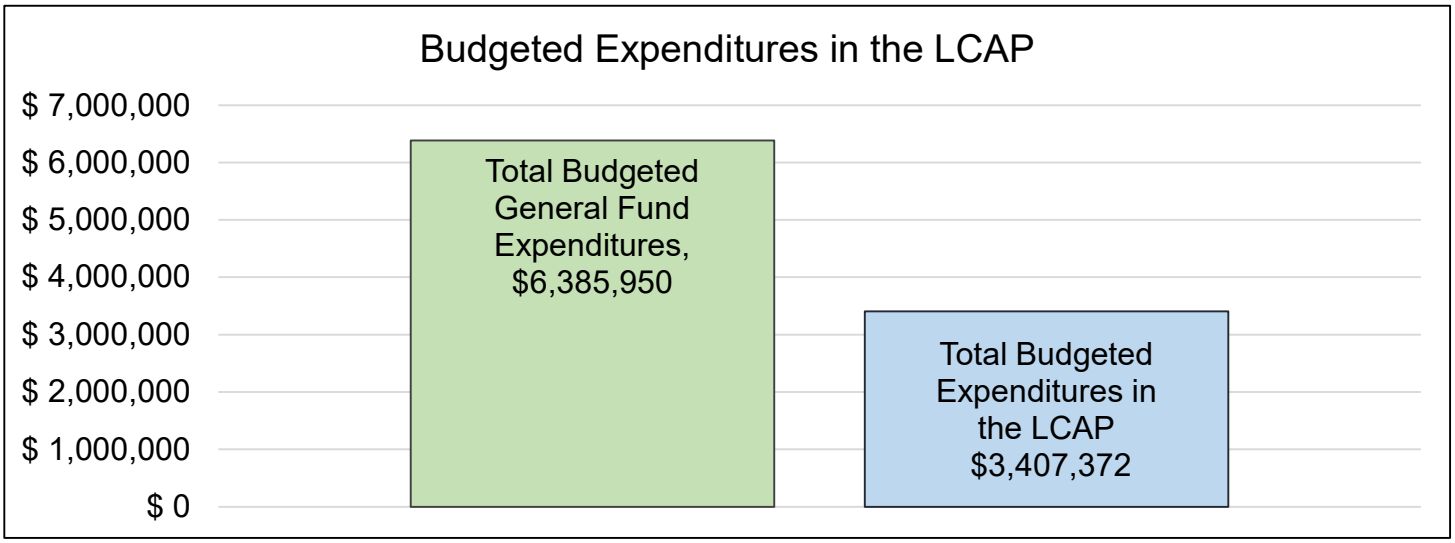


This chart shows the total general purpose revenue Voices College-Bound Language Academy expects to receive in the coming year from all sources.

The total revenue projected for Voices College-Bound Language Academy is $6,548,691.00, of which $4,416,096.00 is Local Control Funding Formula (LCFF), $853,896.00 is other state funds, $57,986.00 is local funds, and $1,220,713.00 is federal funds. Of the $4,416,096.00 in LCFF Funds, $944,581.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Voices College-Bound Language Academy plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Voices College-Bound Language Academy plans to spend $6,385,950.00 for the 2021 – 22 school year. Of that amount, $3,407,372.00 is tied to actions/services in the LCAP and $2,978,578.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

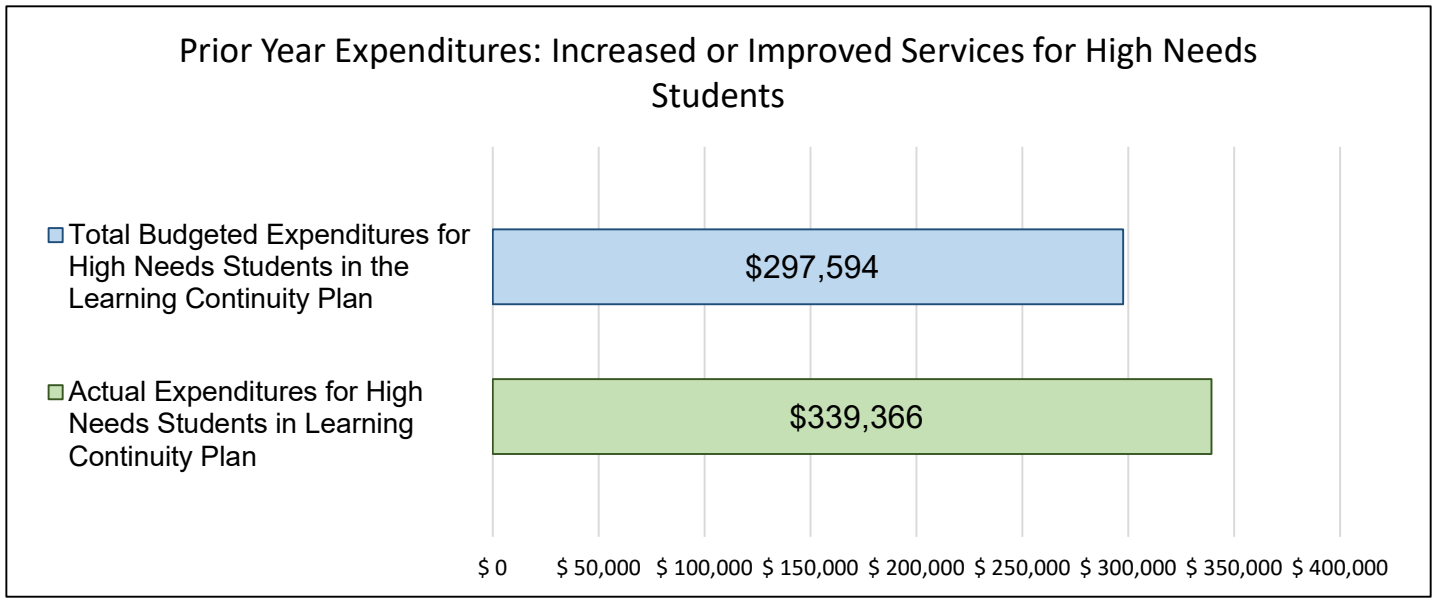
insurance, CMO services, special education staff and contractors, oversight fees, food services, equipment leases, communications, field trips, staff appreciation expenses, and office supplies

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Voices College-Bound Language Academy is projecting it will receive $944,581.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy plans to spend $947,927.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Voices College-Bound Language Academy's Learning Continuity Plan budgeted $297,594.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy actually spent $339,366.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

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

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Network staff will conduct credential review as part of the teacher hiring process and support Voices teachers' credentialing needs. Voices network staff will also conduct annual review of teacher assignments to ensure compliance and support our teachers for their credentialing needs. .35 FTE HR Specialist Salary + Benefits	$25,189 Total $21,000 (a) $4,189 (b) LCFF S/C (a) (b) Object Code (a) 1000's, (b) 3000's	$15,738 Total $14,438 (a) $1,299 (b) LCFF S/C (a) (b) Object Code (a) 1000's, (b) 3000's
Provide a competitive salary to attract and retain high quality teachers. Certificated Personnel Salary + Benefits	$1,542,265 Total $1,200,597 (a) $341,668 (b) LCFF Base, Title l, EPA Object Code: 1000s (a), 3000s (b)	$1,193,175 Total $1,059,403 (a) $133,772 (b) LCFF Base, Title l, EPA Object Code: 1000s (a), 3000s (b)
Provide coaching support to teachers in the classroom. 2 FTE Coach salary + Benefits	$191,925 Total $149,407 (a) $42,518 (b) LCFF S/C (a) (b) Budget Code: 1000s (a), 3000s (b)	Instead of a 2nd coach, a shift to virtual learning required an IT Technician to support the distance learning model $116,381 Total $104,879 (a) $11.502 (b)
Provide Beginner Teacher Support & Assessment ("BTSA") induction for qualified teachers.	$17,500 LCFF S/C (a) (b) Object Code: 5300	$7,000 LCFF S/C (a) (b)

		Object Code: 5300

Goal Analysis

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

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

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

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

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

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

Actions / Services

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

Goal Analysis

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

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

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

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

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

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

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

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

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

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

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Adaptive technology based, standards based reading and math program licenses will be purchased for in-class and intervention personalized learning opportunities. Purchase Achieve3000, a setup charge of $290 + $42 per license, Smarty Ants, set up charge of $4,545. Purchase DreamBox, a flat fee of $6,875.	$32,752 Total $15,075 (a) $17,677 (b) Title lll (a), Supplemental (b Object Code: 4400)	(See Goal 2)
Purchase LAS Links licenses to measure Spanish Language development. ($6.50 per student (K-8th)	$3,257 LCFF S/C Object Code: 5882	$3,492 LCFF S/C Object Code: 5882
Associate Teachers conduct summer ELPAC testing for ELs.	$2,303 Total $1,920 (a) $383 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)	$1,178 Total $1,061 (a) $117 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)
Principal will manage leadership, intervention services and student performance. .35 FTE Principal Salary + Benefits	$40,646 Total $31,500 (a) $8,964 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	$36,572 Total $31,500 (a) $5,072 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)
The Student Service Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) 1 FTE Student Service Manager Salary + Benefits	$101,474 Total $78,994 (a) $22,408 (b) LCFF S/C (a) (b)	$84,4154 Total $80,000 (a) $98,415 (b) LCFF S/C (a) (b)

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

Goal Analysis

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

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

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

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

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

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

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

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

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

`111Annual Measurable Outcomes

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

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

Actions / Services

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

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

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

Goal Analysis

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

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

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

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

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

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

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

Analysis of In-Person Instructional Offerings

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

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

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

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

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

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

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

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

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

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

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

Distance Learning Program

Actions Related to the Distance Learning Program

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

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

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

Analysis of the Distance Learning Program

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

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

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

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

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

Access to Devices and Connectivity

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

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

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

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

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

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

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

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

Distance Learning Professional Development:

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

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

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

Staff Roles and Responsibilities:

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

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

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

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

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

Support for Pupils with Unique Needs:

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

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

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

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

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

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

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

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

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

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

Analysis of Pupil Learning Loss

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

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

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

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

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

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

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

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Successes include the following:

- A high-level SEL PD was conducted for staff in October 2020 to introduce HEARTS Trauma-informed Principles for promoting school and community success. Prior to Hybrid re-entry in April 2021, a more in depth SEL PD covering each of the HEARTS Trauma-informed Principles was covered in detail with examples of how to implement each principle in the Hybrid model with students in person and on screen. This more detailed SEL professional Development was offered in a staggered manner to grade levels K thru 1st, 2nd and 3rd, and 4th and 5th in order for Teachers and ATs to receive grade-level relevant ideas and suggestions of age appropriate implementation.

- Voices partnered with a third party (Panorama Education) to conduct a pre Teacher and Staff Well-being and Adult SEL survey to measure the professional well-being and capacity of teachers and staff to support every student socially and emotionally. A pre-survey was conducted in the fall of 2020 with an 83% response rate. This strong response rate allowed us to identify areas of strength and areas of opportunity with Teachers and Staff respectfully. A post-survey is being conducted in spring 2021.

- Voices also conducted two pre Student SEL surveys (Student Competency and Wellness, and Student Supports and Environment). These surveys were administered to 4th through 8th grade students. The Student Competency and Wellness survey reflected several areas of strength such as Supportive Relationships and Classroom Effort. The Supports and Environment survey reflected several areas of strength such as Teacher Student Relationships and Rigorous Expectations.

- Voices conducted a Network-wide Parent Education series to stay connected and engage the parent/guardian community on relevant topics given the virtual learning environment. The objective was to provide families/guardians with information to reduce anxiety and stress related to supporting their students at home so parents/guardians felt better equipped. Topics included: Making Technology Work for You, Feeling Successful as a Parent in the Virtual Learning Setting, Social/Emotional Wellness, Stress Management and Building coping skills for Parents/Guardians, and Building Assets and a Positive Climate at Home.

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

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

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

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

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

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

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

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

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

Challenges included the following:

-Attendance was less consistent during synchronous sessions, in comparison to traditional in-person classrooms, therefore impacting the availability of students as SEL surveys were administered.

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

Analysis of Pupil and Family Engagement and Outreach

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

Successes include the following:

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

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

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

Challenges included the following:

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

- Dean of Culture had to repeatedly reset and remind parents/guardians of the expectation of attendance on asynchronous mornings in addition to the importance of parents/guardians enforcing, with consistency, that school work get completed.

Analysis of School Nutrition

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

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

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

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

Overall Analysis

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

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

Access to standards-aligned materials

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

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

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

English Learners support

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

Special Populations Pupil Achievement

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

Overall pupil achievement and learning loss

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

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

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

Student Engagement

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

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

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

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

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

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

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

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

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

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

· If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

· Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

California Department of Education

January 2021

Local Control and Accountability Plan

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

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

Plan Summary 2021-22

General Information

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

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

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

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

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Voices College Bound Language Academy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements by focusing on four broad goals: Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model; Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports; Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community; Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction.

Voices College Bound Language Academy completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Council. The English Learner Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Voices based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

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

Reflections: Successes

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

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

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

- We were able to mitigate significant learning loss in math and ELA during the COVID-19 pandemic. In our analysis of year-over-year results for our interim assessments, students are performing at similar levels as they were before we went into distance learning. For example, between the 2019-20 second benchmark ELA interim assessments to the 20-21 second benchmark we had a 5% increase.

- We attribute this to providing a robust distance learning program that included live teaching in ELA, math and reading. With our distance learning, students had a live one hour lesson in ELA and math for 4 days a week. In addition, small group work continued with associate teachers or teachers working with students who needed more support. We were also able to mitigate significant learning loss by continuing with our strategies and principles on weekly coaching, weekly professional development, weekly data analysis and weekly intellectual preparation (lesson internalization).

- We met all of our local indicators. Based on local data, successes include:

- We were able to provide virtual English Language Development (ELD) for all English Learners. All K-5 teachers were trained in designated ELD via EL Achieve's Systematic ELD training program and curriculum. ELD was done 4 days per week virtually and then 4 days per week when grades began in-person instruction.

- All support services were provided to students with IEPs. Services such as speech and occupational therapy were provided online during distance learning.

- We were able to provide some in-person support to cohort groups before our general population was invited back on campus. These groups included students with IEPs who had one-on-ones in grades 2-8 or students who were consistently absent or not engaged/participating in middle school.

- We were able to provide Chromebooks to all families who requested one throughout the year during distance learning and hybrid in-person instruction. Families who did not have a laptop or tablet for each student could request one from the school site.

Reflections: Identified Need

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- We continued to do our weekly intellectual preparation planning sessions and weekly data meetings. Based on local data, the principal and coach would work directly with a grade-level that needed more support in order to increase student outcomes. These sessions also helped teachers understand the math standards and to construct exemplars before teaching a lesson.When a coach or principal could not work directly with a team, they still had access to their reflection and reteach plans via a tracker. Principals and coaches could leave written feedback to teachers.

- We continued our weekly math observations for teachers.

- We held training sessions on backwards planning from interim assessments. Teachers broke down items from our interim assessments and connected them to deconstructed math standards in order to build their own content knowledge.

LCAP Highlights

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

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

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

Cafecitos: Once a month

ELAC Meetings: October 7, January 20, February 17

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

LCAP Overview Meeting for Staff and Parents: May 5

Special Education Consultation:

March 3rd, 8th, 30th

April 6th, 13th, 27th

May 4th, 11th, 19th, 28th

June 11th

A summary of the feedback provided by specific stakeholder groups.

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

Strengths included:

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

School climate rated positively:

Teachers 76%

Other staff 88%

Parents/guardians 80%

Professional Learning rated positively:

Teachers 79%

Other staff 73%

School Safety rated positively:

Parents/guardians 84%

Teacher-student relationships rated positively:

Students 4th and 5th grade 75%

Students 6th -8th grade 79%

Strengths of LCAP stakeholder survey:

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

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

Areas of opportunity included:

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

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

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

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

LCAP stakeholder survey:

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

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

Special Education Consultation:

In terms of students with special needs, we discussed during check-ins the need for School Services Managers (SSM) at the school sites, the progress of our SSMs, and the training needed for them. We review their feedback from quarterly surveys too. In terms of SWD data, we review it during each PROCI cycle as an academic team and consider what is missing in our program. We discussed increasing inclusive practices and co-teaching. We discussed the need for more ELD training for teachers and more SIOP training for leaders.

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

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

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

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

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

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

Special Education Consultation:

Based on our Special Education Consultation, we plan to continue the training for our School Services Managers, to monitor their feedback and their progress, and to continue our regular team review of data for our Students with Disabilities in order to determine needs and adjust our practices accordingly. We plan to include ELD training for teachers and more SIOP training for leaders in the coming year.

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

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

Actions

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

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

Goal 2

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Benchmark Assessment Licenses and Screeners	If we purchase benchmark assessment licenses and systems (such as Illuminate, NWEA/MAP, STAR/Renaissance, LAS Links, Achievement Network interims, Illuminate), we will have the data on how our subgroups are performing in ELA and math at the start of the year and three additional times throughout the year. We can then use this data to reflect on instruction and drive instruction for small groups, specific students or the whole group supports. We will purchase a PKRS kindergarten screener test to determine which incoming students may already need interventions, class supports, student success team support or additional tests. We can identify students with special needs early on.	$24,150	Y
Action 2	Standards Aligned Core Curriculum	By purchasing curriculum for ELA (EL Education and Navigator Literature), we are providing all students with access to high-quality complex grade-level work, especially unduplicated students. Much of the curriculum includes strategies for subgroups, including ELs. This will help us stay focused on both the work of meeting students where they are at but also accelerating students' achievement by focusing on grade-level work. Curriculum includes both student and teacher materials.	$9,700	Y
Action 3	Staff Coaching support	If we provide staff with coaching support through two full-time coaches in addition to a principal who also coaches, we can support teachers with their data-analysis skills during data meetings, with professional development and coaching/observations, with their engagement techniques with real-time coaching and help them plan for small group reteach, tier 1 and tier 2 strategies or specific student needs. This will help us increase academic achievement for all students, but in particular for students with special needs and socioeconomically disadvantaged students.	$321,979	Y
Action 4	Associate teachers in grades K-4 (Title I)	Provide associate teachers in primary grades in order to provide academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on	$285,377	Y

		teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, by providing daily enrichment to students. This creates more adult:student ratios and differentiated learning for all students. We utilize Associate Teachers, funded in part by Title I, to provide much-needed additional academic support for students to mitigate learning loss. Associate teachers provided small group instruction and tutoring and adaptive technology intervention programs. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.		
Action 5	Technology and programs for adaptive intervention programs	Purchasing classroom technology such as student laptops and iPads and programs for blended learning will allow us to provide intervention lessons to students in ELA and math. These programs may include Dreambox, Achieve3000/SmartyAnts and their associated professional development costs. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content.	$518,636	Y
Action 6	Formative assessment programs	If we purchase informal assessment and participation systems (such as GoFormative), we will have daily and weekly data to review in data meetings. We can then use this data to reflect on instruction in smaller cycles and impact instruction for small groups and specific students. Our associate teachers, special education teachers and general education teachers can work to pull small groups.	$3,100	N
Action 7	Student Services Manager	The Student Service Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for Special Education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. Having a point person on the team to track data and support with coaching of teachers will help us stay focused on this subgroup as a priority for the coming years.	$101,705	N
Action 8	LAS Links administration	If we purchase and train our associate teachers to proctor LAS Links (Spanish language proficiency) to measure spanish language development our teachers will have data to know where their students all land in terms of language development. They can then modify	$3,500	N

		lessons or better integrate language learner strategies in specific Spanish language or content area lessons.		

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

	participation LCAP meetings				meetings will increase year over year.
Parent participation in programs for unduplicated pupils* Sign-in sheets and training dates	No baseline				At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class
Average daily attendance rates as of **May 2nd** (P2)	19-20 data (due to pandemic closure) ALL 95.64% ELs 92.83% SED on red 93.31%				Maintain an attendance rate of ≥ 95% for All students Attendance rate of ≥ 95% for ELs Attendance rate of ≥ 95% for low SED
Chronic Absenteeism rate as of **May1st** (Voices chronic absenteeism tool)	19-20 data (due to pandemic closure) All -12.2% Chronically absent on CA Dashboard EL - 12.3% Chronically absent on CA Dashboard Hipanic - 12.7% Chronically absent on CA Dashboard Socioeconomically Disadvantaged - 13% Chronically absent on CA Dashboard				All <10% chronically absent per Voices chronic absenteeism tool EL <10% chronically absent per Voices chronic absenteeism tool Hispanic <10% chronically absent per Voices chronic absenteeism tool

					Socioeconomically Disadvantaged <10% chronically absent per Voices chronic absenteeism tool
Middle School Dropout Rate as of **May 1st**	0%				Voices will maintain a middle school dropout rate of ≤2%
Percentage of Student Suspended as of **May 1st** (PowerSchool)	As of 19-20 All - 0.2% Students with Disabilities 0%				Maintain a low student suspension rate of ≤5% for all students Maintain a low student suspension rate of ≤5% for Students with disabilities
Student Expulsion Rate as of **May 1st**	0%				Maintain a low expulsion rate of ≤1%
Panorama Post Student Supports + Environment Survey Percentage of students grades 4-8 responding favorably to survey Sense of Belonging section*	58% of students grades 4th-5th responded favorably 54% of students grades 6th-8th responded favorably				At least 70% of students respond favorably
Panorama Post Family-school relationships survey data (School Safety question)*	93% of parents/guardians responded favorably				At least 80% of parents/guardians will respond favorably to the school safety survey question

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

Actions

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

		virtual or in-person instruction. These programs for purchase, such as NearPod, or PearDeck premium, will allow teachers to continue to use engagement strategies from 20-21 in class. We will also build on the success of distance learning by continuing to integrate these programs for all students.		
Action 5	Facility Maintenance	Voices will maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly, and be available for any resurgence of the COVID-19 virus. We will continue to maintain our facility in good repair. Identified issues or needs will be tracked via the wok order process and will be completed in a timely manner	$393,811	N
Action 6	Admin Support Staff	School staff conduct regular walk-throughs of the school facility and assure repairs are made in a timely manner. The Business Clerk will concentrate time on school attendance and reporting.	$139,819	N

Goal 4

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed	100 % Eligible Teacher complete				100 % Eligible Teacher complete

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction Program	Continue to implement the induction program for new teachers.	$24,500	N
2	Credential Monitoring	Continue to review teacher assignments each quarter, to ensure that they are appropriately credentialed	$16,800	N
3	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	$1,136,444	N
4	Summer Professional Development	If we provide high-quality summer training on our academic program and mission/vision, our teachers will have the skills and a clear why as to the work. This will set them up for a strong start with students in the fall, and coaches can return to this training as a foundation for coaching teachers.	$7,500	Y
5	School Leader Training	If we train our school leaders in English Learner practices and support them in implementation, they will be better equipped to coach teachers in English learner strategies.	$2,825	Y

Goal Analysis [LCAP Year]

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

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

NA

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

NA

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

NA

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

NA

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

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

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

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

Required Descriptions

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

A- Academic Growth and Achievement

Needs

In reviewing the 2019 ELA and Math performance of our English earners and socioeconomically disadvantaged students, we find that both groups are at Orange level for ELA. Our English learners are also at the Orange level for Math and our socioeconomically disadvantaged students are at the Yellow level. We had Medium performance in 2019 on the English Learner Progress Indicator, with 48.4 % of students making progress towards English language proficiency.

Actions

Based on a review of data, we have designed the 2021 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have planned for extensive professional development in English language acquisition strategies and data analysis for both teachers and school leaders. We have selected a variety of curricular and instructional resources, supported by appropriate technology and staff to implement, that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance skills. This is coupled with a comprehensive assessment system including benchmark assessments and formative assessment programs that monitor student progress towards meeting grade level standards and informs our comprehensive system of academic support. The academic support begins with small class sizes supplemented with Associate Teachers further reducing the student to teacher ratios in our primary grade classrooms and allowing for more individualized attention and instruction for students. Leaders receive professional development in order to be well prepared to meet the needs of our highest need students. All of our teachers receive coaching support and professional development to ensure they can use the most effective teaching strategies for our highest need students.

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training

Goal 1, Action 2 ELD Coordinator

Goal 1, Action 3 ELPAC administration

Goal 2, Action 1 Benchmark Assessment Licenses and Screeners

Goal 2, Action 2 Standards Aligned Core Curriculum

Goal 2, Action 3 Staff Coaching support

Goal 2 , Action 4 Associate teachers

Goal 2, Action 5 Technology and programs for adaptive intervention programs

Goal 4, Action 4 Summer Professional Development

Goal 4, Action 5 School Leader Training

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as in SBAC ELA and Math, English Learner Progress, and Reclassification rates. Current targets aim growth within the next two years for both ELA and Math (see expected outcomes in Goal 1), and growth in the English Learner Progress Indicator to 55% and to increase our reclassification rate to 15%. We plan to use interim assessment data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students and our English Learners had a suspension rate in the Green level. Our Chronic Absence rate was in the Red level for both groups.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include providing a Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional Curriculum and oversee enrichment programs at the school for K-8. The Dean of Culture will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students.

Goal 3, Action 2 Dean of Culture

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Voices school community. We will also measure progress toward a high attendance and low chronic absenteeism (see above).

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

Voices is increasing services for foster youth, English Learners, and low-income students 27% through the following actions:

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training $8,600 = 0.29%

Goal 1, Action 2 ELD Coordinator $101,556 = 3.37%

Goal 1, Action 3 ELPAC administration $2,000 = 0.07%

Goal 2, Action 1 Benchmark Assessment Licenses and Screeners $24,150 = 0.80%

Goal 2, Action 2 Standards Aligned Core Curriculum $5,700 = 0.19%

Goal 2, Action 3 Staff Coaching support $136,549 = 4.54%

Goal 2 , Action 4 Associate teachers $65,475 = 2.18%

Goal 2, Action 5 Technology and programs for adaptive intervention programs $499,866 = 16.61%

Goal 4, Action 4 Summer Professional Development $7,500 = 0.25%

Goal 4, Action 5 School Leader Training $2,825 = 0.09%

Goal 3, Action 2 Dean of Culture $93,706 = 3.11%

Total = 31.5%

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

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

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

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

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

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

Complete the table as follows:

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

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

Required Descriptions:

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 947,927	$ 1,376,929
LEA-wide Total:	$ 835,771	$ 1,263,873
Limited Total:	$ 112,156	$ 113,056
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training	Limited	English Learners		$ 8,600	$ 9,500
1	2	ELD Coordinator	Limited	English Learners		$ 101,556	$ 101,556
1	3	ELPAC administration	Limited	English Learners		$ 2,000	$ 2,000
2	1	Benchmark Assessment Licenses and Scree	LEA-wide	English Learners, Foster Youth, Low Income		$ 24,150	$ 24,150
2	2	Standards Aligned Core Curriculum	LEA-wide	English Learners, Foster Youth, Low Income		$ 5,700	$ 9,700
2	3	Staff Coaching support	LEA-wide	English Learners, Foster Youth, Low Income		$ 136,549	$ 321,979
2	4	Associate teachers in grades K-4 (Title I)	LEA-wide	English Learners, Foster Youth, Low Income		$ 65,475	$ 285,377
2	5	Technology and programs for adaptive interv	LEA-wide	English Learners, Foster Youth, Low Income		$ 499,866	$ 518,636
3	2	Dean of Culture	LEA-wide	English Learners, Foster Youth, Low Income		$ 93,706	$ 93,706
4	4	Summer Professional Development	LEA-wide	English Learners, Foster Youth, Low Income		$ 7,500	$ 7,500
4	5	School Leader Training	LEA-wide	English Learners, Foster Youth, Low Income		$ 2,825	$ 2,825

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Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,087,406	$ 517,863	$ -	$ 802,202	3,407,472	$ 2,877,750	$ 510,952

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training		$ 8,600	$ -	$ -	$ 900	$ 9,500
1	2	ELD Coordinator		$ 101,556				$ 101,556
1	3	ELPAC administration		$ 2,000	$ -	$ -	$ -	$ 2,000
2	1	Benchmark Assessment Licenses and Scre		$ 24,150	$ -	$ -	$ -	$ 24,150
2	2	Standards Aligned Core Curriculum		$ 5,700	$ -	$ -	$ 4,000	$ 9,700
2	3	Staff Coaching support		$ 136,549			$ 185,430	$ 321,979
2	4	Associate teachers in grades K-4 (Title I)		$ 65,475	$ 92,703		$ 127,199	$ 285,377
2	5	Technology and programs for adaptive inter		$ 499,866			$ 18,770	$ 518,636
2	6	Formative assessment programs		$ 3,100	$ -	$ -	$ -	$ 3,100
2	7	Student Services Manager		$ -	$ -	$ -	$ 101,705	$ 101,705
2	8	LAS Links administration		$ 3,500	$ -	$ -	$ -	$ 3,500
3	1	Middle School Engagement			$ 152,705			$ 152,705
3	2	Dean of Culture		$ 93,706	$ -	$ -	$ -	$ 93,706
3	3	Enrichment Activities and AdvisoryCurriculu		$ 37,500			$ 19,300	$ 56,800
3	4	Engaging Supplemental Technology		$ 1,359	$ -	$ -	$ -	$ 1,359
3	5	Facility Maintenance		$ 260,645	$ 119,750		$ 13,416	$ 393,811
3	6	Admin Support Staff		$ 116,050			$ 23,769	$ 139,819
4	1	Induction Program		$ -	$ -	$ -	$ 24,500	$ 24,500
4	2	Credential Monitoring		$ 16,800	$ -	$ -	$ -	$ 16,800
4	3	Highly qualified teachers		$ 700,526	$ 152,705		$ 283,213	$ 1,136,444
4	4	Summer Professional Development		$ 7,500	$ -	$ -	$ -	$ 7,500
4	5	School Leader Training		$ 2,825	$ -	$ -	$ -	$ 2,825

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Coversheet

Public Hearing: Voices Morgan Hill 21-22 Revised LCAP as SPSA

Section:	III. Public Hearings for Revised 2021-2022 LCAP as SPSA
Item:	B. Public Hearing: Voices Morgan Hill 21-22 Revised LCAP as SPSA
Purpose:	Discuss
Submitted by:	
Related Material:	LCAP_SPSA_Morgan Hill_2021_Merged.pdf

LCFF Budget Overview for Parents

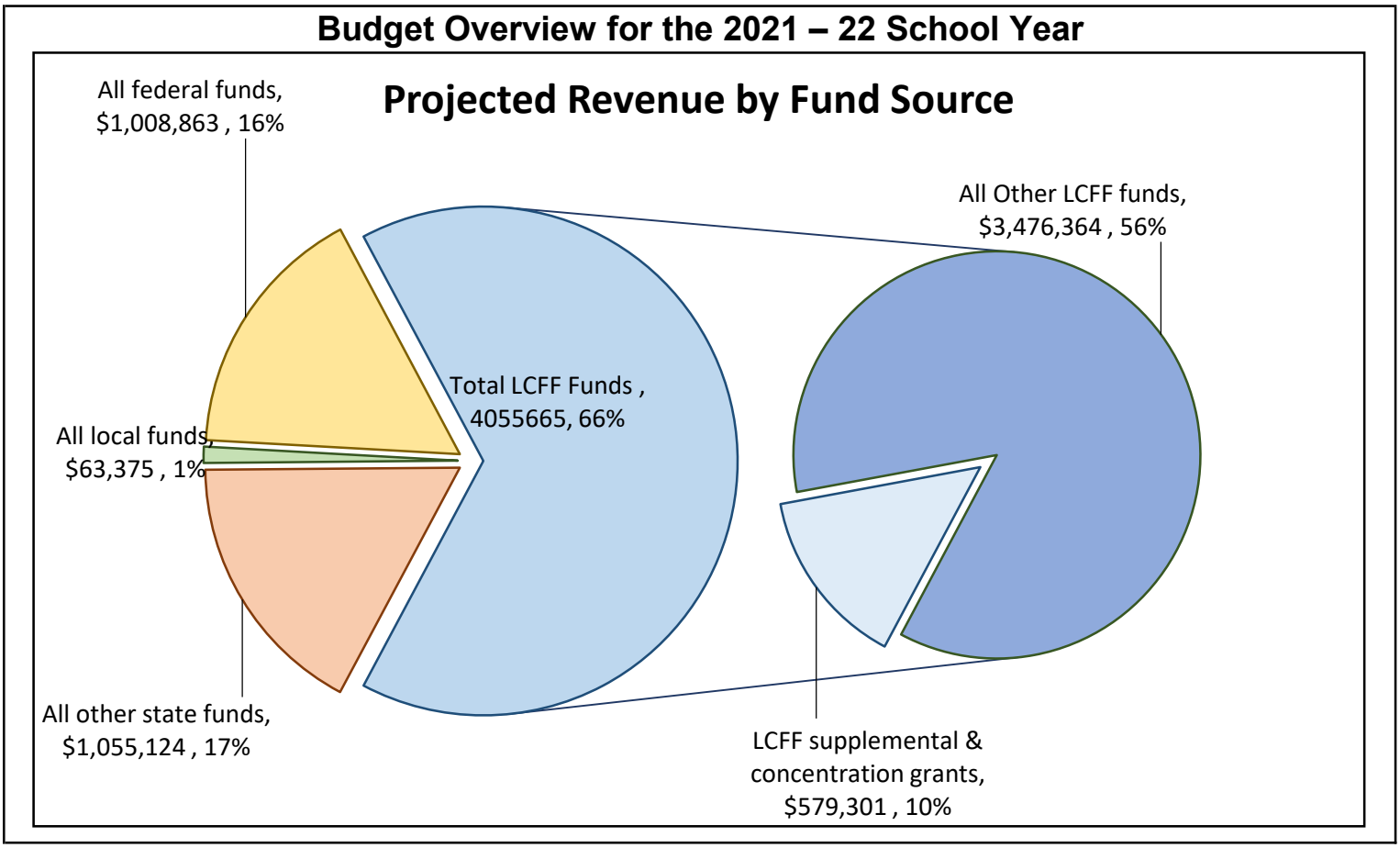
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Morgan Hill

CDS Code: 43104390131748

School Year: 2021 – 22

LEA contact information: Llesenia Villalobos, lvillalobos@voicescharterschool.com408-791-1700

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

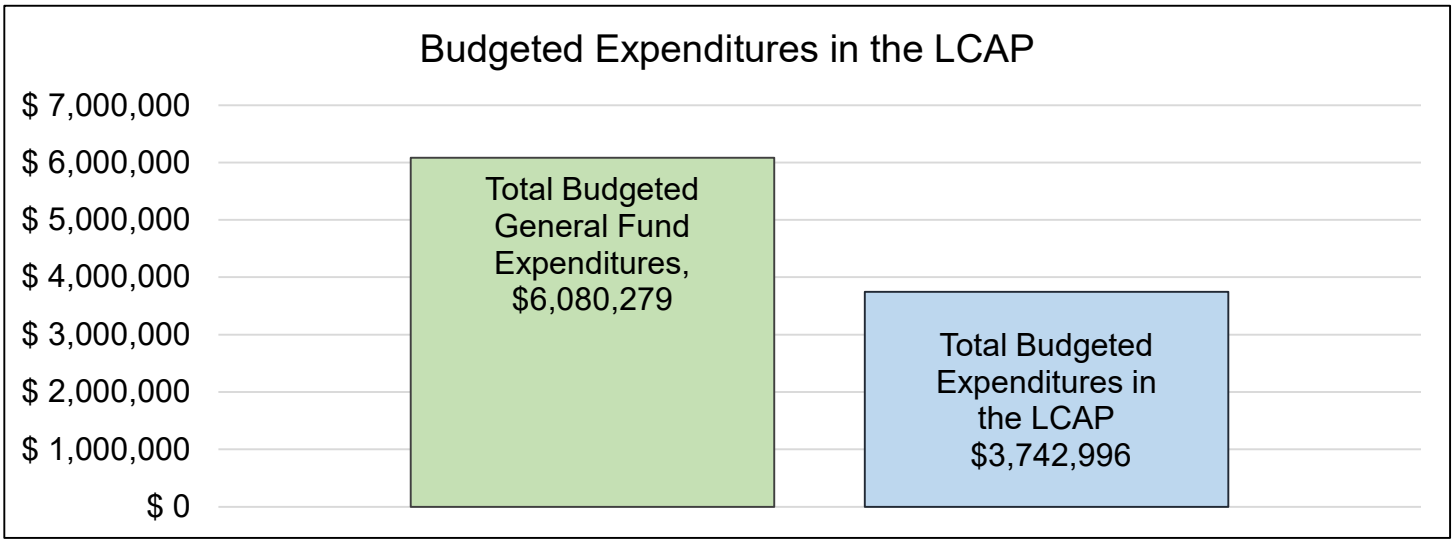


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Morgan Hill expects to receive in the coming year from all sources.

The total revenue projected for Voices College-Bound Language Academy at Morgan Hill is $6,183,027.00, of which $4,055,665.00 is Local Control Funding Formula (LCFF), $1,055,124.00 is other state funds, $63,375.00 is local funds, and $1,008,863.00 is federal funds. Of the $4,055,665.00 in LCFF Funds, $579,301.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Voices College-Bound Language Academy at Morgan Hill plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Voices College-Bound Language Academy at Morgan Hill plans to spend $6,080,279.00 for the 2021 – 22 school year. Of that amount, $3,742,996.00 is tied to actions/services in the LCAP and $2,337,283.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

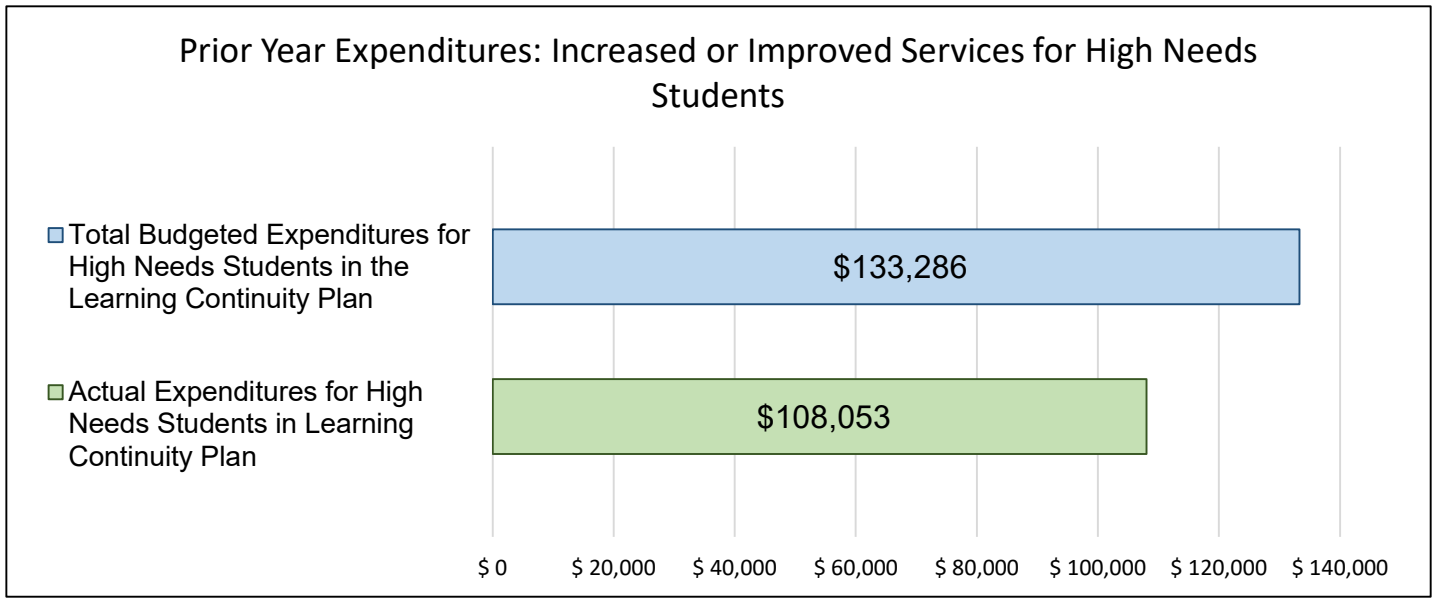
insurance, CMO services, special education staff and contractors, oversight fees, food services, equipment leases, communications, field trips, staff appreciation expenses, and office supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Voices College-Bound Language Academy at Morgan Hill is projecting it will receive $579,301.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at Morgan Hill must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at Morgan Hill plans to spend $585,072.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Voices College-Bound Language Academy at Morgan Hill's Learning Continuity Plan budgeted $133,286.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Morgan Hill actually spent $108,053.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $25,233.00 had the following impact on Voices College-Bound Language Academy at Morgan Hill's ability to increase or improve services for high needs students:

All actions were implemented. Costs for student materials, assessments and p.d. were less than budgeted.

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

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

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

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

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

Goal Analysis

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

N/A

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

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

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

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

Actions / Services

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

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

Goal Analysis

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

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

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

Voices purchased licenses for Illuminate, PKRS, and NWEA MAP in ELA and Math to track student proficiency and growth. Voices also purchased Dreambox, Achieve3000/Smarty Ants and classroom

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

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

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

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

We utilized Associate Teachers, funded in part by Title I, to provide much-needed additional academic support for students to mitigate learning loss. Associate teachers provided small group instruction and tutoring and adaptive technology intervention programs. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

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

Associate Teachers conduct summer ELPAC testing for ELs.	$952 Total $800 (a) $152 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)	$1,596 Total $1,428 (a) $168 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b
Principal will manage leadership, intervention services and student performance. .3 FTE Principal Salary + Benefits	$36,078 Total $28,529 (a) $7,549 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	$32,362 Total $28,916 (a) $3,446 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)
The Parent Liaison will coordinate all services for special populations (504, SPED, SST, truant, etc.) .3 FTE Parent Liaison Salary + Benefits	$16,195 Total $13,612 (a) $2,583 (b) LCFF (a) (b) Object Code: 2000s (a), 3000s (b)	$14,518 Total $13,062 (a) $1,456 (b) LCFF (a) (b) Object Code: 2000s (a), 3000s (b)

Goal Analysis

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

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

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

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

Associate teachers were trained as ELPAC proctors but due to COVID-19 related school closures, ELPAC was not administered in Spring 2020. LAS Links (Spanish language proficiency assessment) licenses were purchased for the year. However, due to COVID-19 pandemic school closures, testing for LAS links did not occur in 2019-20 as Voices opted to place the highest priority on instruction and we were still figuring

out systems for shifting all assessments to a virtual setting. We decided to prioritize small formative math and early literacy assessments instead so we could focus less on testing and more on responding to data for accelerated learning and small group support in 2020-21, as recommended by external academic partners.

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

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

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
At least 75% of parents will report on the annual parent survey that the school takes actions to ensure their child's safety	98% of parents surveyed on the annual parent survey agreed that the school took actions to ensure their child's safety
Maintain a low student suspension rate of ≤5%	The suspension rate for 2019-20 is 0%.
Maintain a low expulsion rate of ≤2%	The expulsion rate for 2019-20 is 0%.

Voices will maintain an attendance rate of ≥ 95%.	The attendance rate for 2019-20 was 95.6%.
Voices will maintain a middle school dropout rate of ≤2%	Goal met. 0% middle school drop out rate.
There will be a decrease in the percent of students that report feeling unsafe at school as compared to the prior year student survey.	Student survey not administered due to COVID-19 school closure
There will be an increase in the percent of students that report school is a positive experience as compared to the prior year survey data.	Student survey not administered due to COVID-19 school closure
80% of stakeholders will respond to the annual satisfaction survey	85,5% of stakeholders responded to the annual satisfaction survey.
90% stakeholder rate school satisfaction overall with a grade of a C or better on annual satisfaction survey	98.5% of stakeholders rated school satisfaction overall with a grade of a C or better on annual parent survey
Parents have access to school information (LCAP, agendas, etc) in English and Spanish so they can fully participate as school decision makers.	100% of parents had access to school information in Spanish and English and the opportunity to fully participate as decision makers.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Custodians will maintain a clean and safe school facility and environment for students and adequate supplies will be provided. .4 FTE Custodian Salary + Benefits Supplies	$19,755 Total $11,180 (a) $2,121 (b) $6,454 © LCFF S/C (a) (b) © Object Code: 2000s (a) 3000s (b) 4000s (c)	$11,595 Total $6,939 (a) $623 (b) $4,033 © LCFF S/C (a) (b) © Object Code: 2000s (a) 3000s (b) 4000s (c)

Voices will provide a modern and suitable facility for students with all the amenities and safety components expected for implementation of our charter school program and maintain facility in good repair. Facility payment and Maintenance	$107,711 Total $15,363(5605/5606) $10,506 (5502) $4,176 (5920) $5,108 (5501) $72,558 (5601) LCFF S/C Object Code: 5000s	$369,042 Total LCFF S/C Object Code: 5000
School staff conduct regular walk-throughs of Charter School facilities and assure repairs are made in a timely manner. .2 Business Manager Salary + Benefits	$13,465 Total $11,317 (a) $2,147 (b) LCFF S/C (a) (b) Object Code 2000s (a), 3000s (b)	$12,104 Total $11,219 (a) $885 (b) LCFF S/C (a) (b) Object Code 2000s (a), 3000s (b)
The Parent Liaison will promote an engaging, positive, and safe school culture and environment and execute a character development program. .2 FTE Parent Liaison Salary + Benefits	$10,797 Total $9,075 (a) $1,722 (b) LCFF S/C (a) (b) Object Codes: 2000s (a), 3000s (b)	$9,632 Total $8,708 (a) $924.00 (b) LCFF S/C (a) (b) Object Codes: 2000s (a), 3000s (b)
The Parent Liaison will concentrate time on school attendance and reporting. 0.2 FTE Parent Liaison Salary + Benefits	$10,797 Total $9,075 (a) $1,722 (b) LCFF S/C (a) (b) Object Reference: 2000s (a) 3000s (b)	$9,632 Total $8,708 (a) $924.00 (b) LCFF S/C (a) (b) Object Codes: 2000s (a), 3000s (b)
Principal time will be spent managing leadership, parent involvement and student culture. .3 FTE Principal Salary + Benefits	$24,052 Total $19,019 (a) $5,033 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	$32,362 Total $28,916 (a) $3,446 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)
Contract services and/or purchase enrichment activities and supplies for students. Including CCCS aligned arts	$7,724 Total $1,614 (a)	$6,161 Total

enrichment curriculum licensing and materials, as well as, physical activity programs. $10 per student for Handwriting without Tears (K-1st) $2,029 per student for Typing without Tears (2nd +) $4,000 Art in Action	$6,110 (b) LCFF S/C (a) (b) Object Code: 5800 (a), 4110 (b)	LCFF S/C (a) (b) Object Code: 5800 (a), 4110 (b)
Purchase annual parent independent survey services. Columbia Teachers College $600.00 + $2.00/parent	$1,872 Total LCFF S/C Object Code: 5800	$600 Total LCFF S/C Object Code: 5800
Hold a minimum of 4 parent workshops per year and provide child care and incentives.	$571 Total $480 (a) $91 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)	Child care not needed
Provide translation services for written materials.	$2,000 Total LCFF S/C Object Code: 5800	Not needed (done internally)

Goal Analysis

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

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

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

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) and disinfectant supplies to support health and safety measures and sanitation of classrooms and school offices.	$8,069	$29,777	N
Purchase of additional curriculum to support all teachers teaching ELD.	$3,376	$0	Y
Purchase of interim assessments/diagnostics math assessments (Achievement network)	$12,450	$8,986	Y

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

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

Analysis of In-Person Instructional Offerings

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

Voices created a gradual ramp up model that transitioned into our hybrid plan for in-person instruction once COVID-19 cases in our communities were down, state bills mandated in-person instruction and

vaccines were more widely available to educators. We were able to bring our first group of students back on campus in mid-April of 2021 which was our Transitional Kindergarten/kindergarten and 1st grade students, at 50% capacity following an A/B Hybrid Model. This meant each group of students had 2 days on campus with 3 days off-campus for asynchronous and synchronous instruction (continued distance learning).

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

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

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

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

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

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

Voices purchased interim assessments at the beginning of the 20-21 school year. We were able to find ways to administer Achievement Network Interim Assessments with our distance learning program for the Fall of 2020 and Winter of 2021 in grades 2nd through 6th. Teachers unpacked the assessments prior to administration as part of their content development and feedback from these PDs was positive. Teachers and the leadership team analyzed student results each benchmark during Voices' Results Oriented Cycle of Inquiry. Only 2nd grade will use Achievement Network assessments in Spring of 2021, per our regular assessment calendar. They will be done in-person.

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

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Zoom for teacher accounts	$4,560	$1,550	N
Purchase additional devices or technology (e.g., Chromebooks, hotspots, document cameras) for students, teachers and associate teachers to support distance teaching and learning	$25,890	$49,589	Y
Purchase of materials for take home kits and laptop bags for every student	$39,376	$18,589	Y
Mailing costs for work packets to be sent home	$1,000	$5,684	N

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

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

Analysis of the Distance Learning Program

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

Continuity of Instruction: Students in TK-6 received both asynchronous and synchronous learning each day. Voices provided Spanish and English instruction per our dual language model. We were able to use Eureka Math, Achievement First Math, Navigator Literature, EL Education and Systematic ELD curriculum for content-area instruction in a virtual setting by creating guidelines for what online lessons should include. We had to revise our pacing calendars and resources a few times in response to teacher feedback on pacing issues and their challenge to implement a full 60-minute lesson that was created for in-person instruction to a virtual setting. We had 4 days of synchronous instruction with 1 day of asynchronous instruction with associate teachers in grades TK-3 providing small group support on that asynchronous day. Additionally, Voices met and exceeded the required minimum instructional minutes in each grade span in order to fit our model (for example, TK-1 had 270 minutes daily of live and asynchronous instruction with the majority of the minutes live) and serve our mission of providing more to students who need more.

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

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

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

Access to Devices and Connectivity

100% of all students have access to a chromebook and a device for connectivity. Voices surveyed families in the summer to find out what was still needed to be able to successfully take part in distance learning. We tracked surveys by family and those that did not respond to the survey received phone calls or home visits. We purchased a total of 164 new chromebooks and 60 ipads in addition to what we already had for the 2020-2021 school year. If chromebooks were not working or something broke families were able to trade in for a new one. We purchased 52 hotspots for students that did not have access to the

internet. One success that we had was our technology services to troubleshoot with families if they were having trouble connecting. Families who needed additional support were able to schedule appointments for curbside support. Additional chromebooks were set aside for students in the event chromebook had technical problems.

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

Student academic progress was tracked via Achieve3000/Smarty Ants and Dreambox Learning (our asynchronous applications). We also used SeeSaw (TK-1) and Google Classroom (6-8) to post assignments or quizzes, track completion and give students feedback.

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

One challenge was that as the months of distance learning passed, we saw less engagement with online learning in Voices upper grades. Some of our upper grade studenthad disengagement by turning off their cameras, not submitting or completing assignments or engaging fully in breakout rooms. Our teachers and coaches met regularly to come up with engagement strategies. The plan included time to reset classroom culture as well as strategies for doing Socio-Emotional Learning, building student academic habits with engaging age-appropriate topics and check-ins.

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

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

Distance Learning Professional Development:

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

We continued with our weekly teacher professional development focused on understanding standards, Common Core shifts and lesson intellectual preparation. On our Spring 2021 survey, 74% of staff felt positive about our professional learning community. Other staff, including associate teachers, were provided trainings as needed.

Voices conducted regular surveys with our staff in order to gauge how supported they were feeling with professional development. Their feedback was used throughout the year to tweak communication and training. Additionally, Voices held focus groups with teachers over the summer to collect input on what types of trainings they needed based on Spring 2020 Distance Learning. They requested more models of online lessons and support with online learning platforms which we did provide.

Staff Roles and Responsibilities:

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

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

Teachers and associate teachers were given regular surveys and asked for their input during weekly Wednesday Professional Learning Community blocks, weekly coaching and all staff distance learning launches. These were opportunities to provide feedback on the experience of virtual teaching in order to modify site training or plans. As a result, communication was strengthened. One piece of feedback the team focused on was communicating on a timely basis with staff and parents. Systems of communication were discussed as a team and clarified to staff and parents. We worked hard to ensure teachers were in the loop. In the end 81% of our staff agreed that Voices has a positive school climate.

Voices hired a COVID-19 Liaison to support and address COVID-19 related issues and/or concerns. The COVID Liaison implemented and conducted audit safety protocols and staff training with the support of

the school site Business Manager. Additionally, the COVID Liaison consistently keeps up with the rapid changes to the state COVID-19 regulations.

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

Support for Pupils with Unique Needs:

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

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

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

One of the successes we saw as a result of distance learning was that parents' relationships became even more important and they were strengthened as a result of constant communication. If a child was absent, our Special Education staff directly called parents. This also helped us engage more parents to be more familiar with the details of their child’s IEP.

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

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

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase online assessment and learning platforms and/or applications to support distance teaching and learning	$37,879	$29,078	Y
Training Associate Teachers to deliver synchronous and asynchronous instruction and small groups support.	$8,543	$1,611	Y

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

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

Analysis of Pupil Learning Loss

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

A success was the training Voices provided to our teachers in addressing unfinished learning in math and ELA. We did this in our summer training and then throughout the year during teachers' monthly planning days. Teacher feedback was positive on these training sessions around understanding standards and the major work of the grade. Teachers also learned how to prioritize certain standards for accelerated learning rather than remediation, per multiple researched recommendations (including from our partner organizations, Achievement Network and Navigator/Accelerator). We walked teachers through using the Coherence Map by Achieve the Core in order to understand what gaps might need to be addressed in whole group or small group instruction prior to jumping into a unit in math. We gave diagnostic assessments at the start of the year in order to understand what gaps students were coming in with. A challenge was that in order to not impact instructional days, these assessments were given asynchronously. Teachers ended up spending much more time having to set up the assessment, which interfered with instructional time so these assessments were not done consistently throughout the school year. However, Voices still put much effort, training and coaching into math data meetings. We updated our math weekly data meeting tracker and provided key grades weekly coaching or comments/feedback using the Google Suite. Weekly data meetings helped each grade level measure learning status, reflect on what worked or did not work in distance learning and make a plan for reteach. Some plans included specific language learner strategies or small group support. We continued to have our interim assessments with our 3-day data-dives with teachers and Education Specialists. Out of those 3-day deep dives into data, our teachers would come up with plans to support students who were

behind, including those in subgroups. As research has shown, the area most impacted by distance learning and the pause of in-person instruction in underserved communities was math. Voices Morgan Hill saw this as our scores dropped 8 percentage points year over year. We zeroed in on the grades that needed most support by providing more coaching to teachers.

Voices continued to focus on accelerated learning in ELA by providing professional development on text complexity in grade-level texts. We also re-assessed ELA data meetings and noted that they did not happen consistently and there was not much guidance for them. As a result we trained teachers in how to look at student work and create reteach plans for ELA. Teachers provided feedback that our ELA curriculum in grades 2-4 was difficult to navigate in an online setting. We were able to shift our curriculum mid-year when the publisher created “Flex Curriculum” for online or hybrid learning. Teachers responded positively to this change as it meant lessons were easier to navigate throughout the week and resources were created for online settings. In ELA, we actually were able to mitigate learning loss. In one year, we had a 11 percentage point increase in students proficient in ELA (Winter Benchmark in 2020 to Winter Benchmark in 2021).

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

For students with special needs, we addressed learning loss in several different ways. While our regular student schedule typically ended by 1:30 or 2:15 pm depending on the grade, special education supports continued after 2:30 pm with students meeting with our school team members or external providers for speech, OT, counseling, etc. On Wednesdays, when most teachers had a full day for planning, our Special Education department continued to teach and meet students for goals sessions.

Voices ATs were trained in foundational literacy skills. They led sight words and fluency instruction in grade TK-3 online while teachers pulled small groups for virtual guided reading in Zoom breakout rooms. Additionally, we used our 19-20 and 20-21 formative assessments to help us make plans to fill in gaps in literacy.

Analysis of Mental Health and Social and Emotional Well-Being

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

Successes include the following:

- A high-level SEL PD was conducted for staff in October 2020 to introduce HEARTS Trauma-informed Principles for promoting school and community success. Prior to Hybrid re-entry in April 2021, a more in depth SEL PD covering each of the HEARTS Trauma-informed Principles was covered in detail with examples of how to implement each principle in the Hybrid model with students in person and on screen. This more detailed SEL professional Development was offered in a staggered manner to grade levels K thru 1st, 2nd and 3rd, and 4th and 5th in order for Teachers and ATs to receive grade-level relevant ideas and suggestions of age appropriate implementation.

- Voices selected The Toolbox Project as a supplemental SEL curriculum and leveraged these lessons across all grades. The Toolbox Project naturally encourages social equity through empathy, understanding and 12 skills or practices to navigate challenges of everyday life.

- Voices also hosted 4th thru 6th graders for SEL support during office hours.

- Voices partnered with a third party (Panorama Education) to conduct a pre Teacher and Staff Well-being and Adult SEL survey to measure the professional well-being and capacity of teachers and staff to support every student socially and emotionally. A pre-survey was conducted in the fall of 2020 with an 83% response rate. This strong response rate allowed us to identify areas of strength and areas of opportunity with Teachers and Staff respectfully. A post-survey is being conducted in spring 2021.

- Voices also conducted two pre Student SEL surveys (Student Competency and Wellness, and Student Supports and Environment). These surveys were administered to 4th through 8th grade students. The Student Competency and Wellness survey reflected several areas of strength such as Supportive Relationships and Classroom Effort. The Supports and Environment survey reflected several areas of strength such as Teacher Student Relationships and Rigorous Expectations.

- Voices conducted a Network-wide Parent Education series to stay connected and engage the parent/guardian community on relevant topics given the virtual learning environment. The objective was to provide families/guardians with information to reduce anxiety and stress related to supporting their students at home so parents/guardians felt better equipped. Topics included: Making Technology Work for You, Feeling Successful as a Parent in the Virtual Learning Setting, Social/Emotional Wellness, Stress Management and Building coping skills for Parents/Guardians, and Building Assets and a Positive Climate at Home.

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

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

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

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

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

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

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

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

- Principals utilized teacher huddles, teacher team meetings and individual teacher meetings to check on teachers' well- being on a regular basis.
- Voices developed a Culture Newsletter to be distributed to all staff in December 2020 and April 2021 which included a Social Emotional Focus for staff as well as an acknowledgements section.
- Voices conducted a Core Value Awards cycle Nov/Dec 2020 and April 2021 to acknowledge Voices staff who are role modeling any of Voices Core Values. Any staff member at Voices may nominate anyone with the Network.

Challenges included the following:

-Attendance was less consistent during synchronous sessions, in comparison to traditional in-person classrooms, therefore impacting the availability of students as SEL surveys were administered.

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

Analysis of Pupil and Family Engagement and Outreach

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

Successes include the following:

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

- Tier I strategies target all students
  - Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in weekly parent newsletters, sending text messages to whole school population after winter and spring break with reminders to return to school
- Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Voices Dean of Culture and other school leadership staff took the lead on these actions to form the re-engagement team.
  - Tier II strategies included Dean of Culture monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, reminder text messages, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), family meetings and SST meetings to discuss impact on learning as a result of being absent.
- Tier III supports are needed by students demonstrating chronic absenteeism.
  - Voices created a chronic absenteeism tool which allowed the Dean of Culture and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent.

Challenges included the following:

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

- Dean of Culture had to repeatedly reset and remind parents/guardians of the expectation of attendance on asynchronous mornings in addition to the importance of parents/guardians enforcing, with consistency, that school work get completed.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

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

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

Voices also partnered with Martha's Kitchen to provide families with a hot dinner and a box of food each Wednesday from 6:00pm to 7:00pm.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Staff Roles and Responsibilities	Hire COVID-19 Liaison to advise and assist school staff to implement COVID protocols.	$10,200	$11,045	N
N/A	Translation services for written parent resources and communications	$3,500	NA	N
Mental Health and Social and Emotional Well-Being	Tiered social worker support services	$5,152	$	Y
Mental Health and Social and Emotional Well-Being	Purchase SEI curriculum	$620	$200	Y

School Nutrition	Providing nutritious meals to all students	$158,528	$108,976	N

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

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

Overall Analysis

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

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

Access to standards-aligned materials

-Voices will continue to support teachers' understanding of the curriculum in ELA and math by providing professional development and regular coaching. Regardless of in-person or distance learning, our teachers need content knowledge development in order to better understand how to modify lessons or how to respond to student data. We continued to have weekly data meetings, but we still saw gaps in teachers' understanding of what strong reteach lessons look like. A prepared coach to guide teachers is essential in creating strong reteach plans that serve all of our students, but our subgroups in particular.

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

English Learners support

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

Special Populations Pupil Achievement

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

Overall pupil achievement and learning loss

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

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

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

Student Engagement

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

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

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

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

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

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

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

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

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

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education

January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary 2021-22

General Information

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

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

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

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

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Voices MH which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements by focusing on four broad goals: Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model; Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports; Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they

participate fully in student learning and the school community; Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction.

Voices College-Bound Language Academy at Morgan Hill completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Council. The English Learner Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Voices MH based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

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

Reflections: Successes

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

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

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

- We were able to mitigate significant learning loss in math and ELA during the COVID-19 pandemic. In our analysis of year-over-year results for our interim assessments, students are performing at similar levels as they were before we went into distance learning. For example, between the 2019-20 ELA second benchmark interim assessments and the 20-21 ELA second benchmark Voices MH had a 9% increase.

- We attribute this to providing a robust distance learning program that included live teaching in ELA, math and reading. With our distance learning, students had a live one hour lesson in ELA and math for 4 days a week. In addition, small group work continued with associate teachers or teachers working with students who needed more support. We were also able to mitigate significant learning loss by continuing

with our strategies and principles on weekly coaching, weekly professional development, weekly data analysis and weekly intellectual preparation (lesson internalization).

- Voices MH met all of our local indicators. Based on local data, successes include:

- We were able to provide virtual English Language Development (ELD) for all English Learners. All TK-5 teachers were trained in designated ELD via EL Achieve's Systematic ELD training program and curriculum. ELD was done 4 days per week virtually and then 4 days per week when grades began in-person instruction.

- All support services were provided to students with IEPs. Services such as speech and occupational therapy were provided online during distance learning.

- We were able to provide some in-person support to cohort groups before our specific general population grades were invited back on campus. These groups included students with IEPs.

- We were able to provide Chromebooks to all families who requested one throughout the year during distance learning and hybrid in-person instruction. Families who did not have a laptop or tablet for each student could request one from the school site.

Reflections: Identified Need

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

- Voices MH has been working hard on tackling chronic absenteeism at our school site, as this was an area identified as red in the 2019 Dashboard where we had 12.2% of students chronically absent. Our English Learner subgroup was also red (56% of our students are English Learners). Our students with disabilities were orange in this category. We implemented a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English) during 2020 and 2021, and it will continue to be a focus moving forward. Tier I strategies target all students. Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent newsletters, sending text messages to the whole school population after winter and spring break with reminders to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Dean of Culture monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, parent/guardian meetings, home visits (being mindful of safety protocols of social distancing, wearing a mask and meeting with parents/guardians outside), and SST meetings to discuss impact on learning as a result of being absent. Tier III supports are needed by students demonstrating chronic absenteeism. Tier III strategies included: referring students to outside support and providers, creating specialized student plans for participation, parent/guardian meetings, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Voices created a chronic absenteeism tool which allowed the Dean of Culture and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent. Students and families received individualized support and modifications. These plans were adjusted for students as needed.

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

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

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

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

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

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

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

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

LCAP Highlights

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

This LCAP address supports for students and staff coming off of a year of mostly distance learning in 2020-21. It also addresses pupil learning loss as a result of COVID-19 pandemic and areas of growth per the 2019 California School Dashboard. We reviewed our internal data and stakeholder input to create 4 goals. These 4 goals address all 10 of the state priorities. Altogether they promote the achievement of

all students, and in particular key subgroups of English learners, they ensure our teachers are supported to deliver high-quality instruction, and that our school community (parents, students, staff) are engaged in a number of ways.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

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

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

Opportunities for parents to discuss LCAP topics:

Cafecitos: Once a month

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

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

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

Special Education Consultation:

March 3rd, 8th, 30th

April 6th, 13th, 27th

May 4th, 11th, 19th, 28th

June 11th

A summary of the feedback provided by specific stakeholder groups.

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

Strengths included:

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

School climate rated positively:

Other staff 87%

Parents/guardians 85%

Feeling supported to grow professionally rated positively:

Professional Learning rated positively:

Other staff 76%

School Safety rated positively:

Parents/guardians 89%

Teacher-student relationships rated positively:

Students 4th and 5th grade 73%

Students 6th grade 76%

Rigorous expectations rated positively

Students 4th -5th grade 74%

Students 6th grade 78%

Strengths of LCAP stakeholder survey:

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

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

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

Areas of opportunity included:

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

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

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

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

LCAP stakeholder survey:

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

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

Special Education Consultation:

In terms of students with special needs, we discussed during check-ins the need for School Services Managers (SSM) at the school sites, the progress of our SSMs, and the training needed for them. We review their feedback from quarterly surveys too. In terms of SWD data, we review it during each PROCI cycle as an academic team and consider what is missing in our program. We discussed increasing inclusive practices and co-teaching. We discussed the need for more ELD training for teachers and more SIOP training for leaders.

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

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

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

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

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

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

Special Education Consultation:

Based on our Special Education Consultation, we plan to continue the training for our School Services Managers, to monitor their feedback and their progress, and to continue our regular team review of data for our Students with Disabilities in order to determine needs and adjust our practices accordingly. We plan to include ELD training for teachers and more SIOP training for leaders in the coming year.

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

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

Actions

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

Goal 2

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Benchmark Assessment Licenses and Screeners	If we purchase benchmark assessment licenses and systems (such as Illuminate, NWEA/MAP, STAR/Renaissance, LAS Links, Achievement Network interims, Illuminate), we will have the data on how our subgroups are performing in ELA and math at the start of the year and three additional times throughout the year. We can then use this data to reflect on instruction and drive instruction for small groups, specific students or the whole group supports. We will purchase a PKRS kindergarten screener test to determine which incoming students may already need interventions, class supports, student success team support or additional tests. We can identify students with special needs early on.	$22,555	Y
Action 2	Standards Aligned Core Curriculum	By purchasing curriculum for ELA (EL Education and Navigator Literature), we are providing all students with access to high-quality complex grade-level work, especially unduplicated students. Much of the curriculum includes strategies for subgroups, including ELs. This will help us stay focused on both the work of meeting students where they are at but also accelerating students' achievement by focusing on grade-level work. Curriculum includes both student and teacher materials.	$28,200	Y
Action 3	Staff Coaching support	If we provide staff with coaching support through two full-time coaches in addition to a principal who also coaches, we can support teachers with their data-analysis skills during data meetings, with professional development and coaching/observations, with their engagement techniques with real-time coaching and help them plan for small group reteach, tier 1 and tier 2 strategies or specific student needs. This will help us increase academic achievement for all students, but in particular for students with special needs and socioeconomically disadvantaged students.	$220,322	Y

Action 4	Associate teachers in grades K-4 (Title I)	Provide associate teachers in primary grades in order to provide academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, by providing daily enrichment to students. This creates more adult:student ratios and differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	$288,452	Y
Action 5	Technology and programs for adaptive intervention programs	Purchasing classroom technology such as student laptops and iPads and programs for blended learning will allow us to provide intervention lessons to students in ELA and math. These programs may include Dreambox, Achieve3000/SmartyAnts and their associated professional development costs. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content.	$243,542	Y
Action 6	Formative assessment programs	If we purchase informal assessment and participation systems (such as GoFormative), we will have daily and weekly data to review in data meetings. We can then use this data to reflect on instruction in smaller cycles and impact instruction for small groups and specific students. Our associate teachers, special education teachers and general education teachers can work to pull small groups.	$3,100	N
Action 7	LAS Links administration	If we purchase and train our associate teachers to proctor LAS Links (Spanish language proficiency) to measure spanish language development our teachers will have data to know where their students all land in terms of language development. They can then modify lessons or better integrate language learner strategies in specific Spanish language or content area lessons.	$3,492	N

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in decision making* Sign-in sheets/survey counts	81% survey response. No baseline (sign in sheet) parents/guardian participation LCAP meetings				At least 75% of parents/ guardians will participate in the post Annual Family-School Relationships survey. Parent/guardian attendance at LCAP meetings will increase year over year.

Parent participation in programs for unduplicated pupils* Sign-in sheets and training dates	No baseline				At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class
Average daily attendance rates as of **May 2nd** (P2)	19-20 data (due to pandemic closure) ALL 90.14% ELs 89.60% SES on red 92.24%				Maintain an attendance rate of ≥ 95% for All students Attendance rate of ≥ 95% for ELs Attendance rate of ≥ 95% for low SES
Chronic Absenteeism rate as of **May1st** (Voices chronic absenteeism tool)	19-20 data (due to pandemic closure) All - 9.6% Chronically absent on CA Dashboard EL - 8.7% Chronically absent on CA Dashboard Hipanic - 8.7% Chronically absent on CA Dashboard Socioeconomically Disadvantaged - 9% Chronically absent on CA Dashboard Students with Disabilities - 15% Chronically absent on CA Dashboard				All <10% chronically absent per Voices chronic absenteeism tool EL <10% chronically absent per Voices chronic absenteeism tool Hispanic <10% chronically absent per Voices chronic absenteeism tool Socioeconomically Disadvantaged <10% chronically absent

					per Voices chronic absenteeism tool Students with Disabilities < 10% chronically absent per Voices chronic absenteeism tool
Middle School Dropout Rate as of **May 1st**	0%				Voices will maintain a middle school dropout rate of ≤2%
Percentage of Student Suspended as of **May 1st** (PowerSchool)	As of 19-20 All - 0% Students with Disabilities 0%				Maintain a low student suspension rate of ≤5% for all students Maintain a low student suspension rate of ≤5% for Students with disabilities
Student Expulsion Rate as of **May 1st**	0%				Maintain a low expulsion rate of ≤1%
Panorama Post Student Supports + Environment Survey Percentage of students grades 4-8 responding favorably to survey Sense of Belonging section*	59% of students grades 4th-5th responded favorably 51% of students grades 6th-8th responded favorably				At least 70% of students respond favorably

Panorama Post Family-school relationships survey data (School Safety question)*	92% of parents/guardians responded favorably				At least 80% of parents/guardians will respond favorably to the school safety survey question
Broad course of study provided to all students, including unduplicated pupils (as measured by report card)*	100%				100%
Walk-through Safety Tool*	At least 4 walkthroughs per year				At least 4 walkthroughs per year

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Middle School Engagement	Voices will hire two middle school enrichment/specials teachers to provide Advisory and social emotional tools to middle school students and to teach engaging specials courses such as art, advisory, physical education, etc. Based on Voices anual SEL surveys and parent input, middle school students in particular need this focus after almost 1.5 years of distance learning.	$152,498	N
Action 2	Dean of Culture	Voices will hire and retain a Dean of Culture that promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional Curriculum and oversee enrichment programs at the school for K-7.The Dean of Culture will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students	$88,509	Y
Action 3	Enrichment Activities and Advisory Curriculum	Voices will purchase enrichment activities and supplies for students and a SEL curriculum for all students. This includes CCSS aligned arts enrichment curriculum licensing and materials, as well as physical	$5,800	N

		activity programs such as dance enrichment and ToolBox Curriculum. Advisory will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas		
Action 4	Engaging Supplemental Technology	Voices will purchase programs to be used by students and teachers which promote student participation and engagement regardless of virtual or in-person instruction. These programs for purchase, such as NearPod, or PearDeck premium, will allow teachers to continue to use engagement strategies from 20-21 in class. We will also build on the success of distance learning by continuing to integrate these programs for all students.	$1,359	N
Action 5	Facility Maintenance	Voices will maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly, and be available for any resurgence of the COVID-19 virus. We will continue to maintain our facility in good repair. Identified issues or needs will be tracked via the wok order process and will be completed in a timely manner	$1,497,361	N
Action 6	Admin Support Staff	School staff conduct regular walk-throughs of the school facility and assure repairs are made in a timely manner. The Business Clerk will concentrate time on school attendance and reporting.	$92,771	N

Goal 4

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed teachers complete induction program (Voices BTSA list)*	100% Eligible Teachers complete induction program within eligibility period				100% Eligible Teachers complete induction program within eligibility period
Percentage of properly credentialed teachers (SAmRC)*	100% teachers with appropriate permit or waiver credential				100% teachers with appropriate permit or waiver credential

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction Program	Continue to implement the induction program for new teachers.	$14,000	N
2	Credential Monitoring	Continue to review teacher assignments each quarter, to ensure that they are appropriately credentialed	$16,776	N
3	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	$1,066,478	N
4	Summer Professional Development	If we provide high-quality summer training on our academic program and mission/vision, our teachers will have the skills and a clear why as to the work. This will set them up for a strong start with students in the fall, and coaches can return to this training as a foundation for coaching teachers.	$5,280	Y
5	School Leader Training	If we train our school leaders in English Learner practices and support them in implementation, they will be better equipped to coach teachers in English learner strategies.	$2,825	Y

Goal Analysis [LCAP Year]

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

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

N/A

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

N/A

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

N/A

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

N/A

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

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

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

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

Required Descriptions

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

A- Academic Growth and Achievement

Needs

In reviewing the 2019 ELA and Math performance of our English learners and socioeconomically disadvantaged students, we find that there are not any CA Dashboard levels available for these groups. We had low performance in 2019 on the English Learner Progress Indicator, with 37.6% of students making progress towards English language proficiency. In 2020, the English Learner Progress Indicator was not produced by the CDE. In 2019-20, the English Learner reclassification rate was 12.7%

Actions

Based on a review of data, we have designed the 2021 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have planned for extensive professional development in English language acquisition strategies and data analysis for both teachers and school leaders. We have selected a variety of curricular and instructional resources, supported by appropriate technology, that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance skills. This is coupled with a comprehensive assessment system that monitors student progress towards meeting grade level standards and informs our comprehensive system of academic support. The academic support begins with Associate Teachers reducing the student to teacher ratios in our primary grade classrooms. Academic support also involves the use of adaptive intervention programs and staffing to support those. In addition to p.d. for leaders and teachers, all of our teachers receive coaching support to ensure they can use the most effective teaching strategies for our highest need students.

Goal 2, Action 1 Benchmark Assessment Licenses and Screeners

Goal 2, Action 2 Standards Aligned Core Curriculum

Goal 2, Action 3 Staff Coaching support

Goal 2 , Action 4 Associate teachers

Goal 2, Action 5 Technology and programs for adaptive intervention programs

Goal 4, Action 4 Summer Professional Development

Goal 4, Action 5 School Leader Training

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, and Reclassification rates. Current targets aim growth within the next two years for both ELA and Math (see expected outcomes in Goal 1), and growth in the English Learner Progress Indicator to 55% and to increase our reclassification rate to 15%. We plan to use interim assessment data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students and our English Learners had a suspension rate in the Blue level. Our Chronic Absence rate was in the Green level for both groups.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include providing a Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional Curriculum and oversee enrichment programs at the school for K-8. The Dean of Culture will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students.

Goal 3, Action 1 Dean of Culture

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Voices MH school community. We will also measure progress toward a high attendance and low chronic absenteeism (see above).

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

Voices MH is increasing services for foster youth, English Learners, and low-income students 17% through the following LEA-wide actions:

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training $7,276 = 0.25%

Goal 1, Action 2 ELPAC administration $2,000 = 0.07%

Goal 2, Action 1 Benchmark Assessment Licenses and Screeners $22,555 = 0.77%

Goal 2, Action 2 Standards Aligned Core Curriculum $7,700 = 0.26%

Goal 2, Action 3 Staff Coaching support $128,756 = 4.39%

Goal 2 , Action 4 Associate teachers $82,749 = 2.82%

Goal 2, Action 5 Technology and programs for adaptive intervention programs $237,422 = 8.09%

Goal 3, Action 1 Dean of Culture $88,509 = 3.02%

Goal 4, Action 4 Summer Professional Development $5,280 = 0.18%

Goal 4, Action 5 School Leader Training $2,825 = 0.10%

Total: 19.95%

Academic Growth and Achievement

Needs

In reviewing the 2019 ELA and Math performance of our English learners and socioeconomically disadvantaged students, we find that there are not any CA Dashboard levels available for these groups. We had low performance in 2019 on the English Learner Progress Indicator, with 37.6% of students making progress towards English language proficiency. In 2020, the English Learner Progress Indicator was not produced by the CDE. In 2019-20, the English Learner reclassification rate was 12.7%

Actions

Based on a review of data, we have designed the 2021 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have planned for extensive professional development in English language acquisition strategies and data analysis for both teachers and school leaders, as well as support for ELPAC administration.

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training

Goal 1, Action 2 ELPAC administration

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, and Reclassification rates. Current targets aim growth within the next two years for both ELA and Math (see expected outcomes in Goal 1), and growth in the English Learner Progress Indicator to 55% and to increase our reclassification rate to 15%. We plan to use interim assessment data to gauge progress throughout the year.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

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

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

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

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

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

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

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

Complete the table as follows:

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

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

Required Descriptions:

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,899,930	$ 318,499	$ -	$ 545,067	3,763,496	$ 2,308,117	$ 1,615,379

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training		$ 7,276	$ -	$ -	$ 900	$ 8,176
1	2	ELPAC administration		$ 2,000	$ -	$ -	$ -	$ 2,000
2	1	Benchmark Assessment Licenses and Scre		$ 22,555	$ -	$ -	$ -	$ 22,555
2	2	Standards Aligned Core Curriculum		$ 7,700	$ -	$ -	$ 20,500	$ 28,200
2	3	Staff Coaching support		$ 128,756	$ -	$ -	$ 91,566	$ 220,322
2	4	Associate teachers in grades K-4 (Title I)		$ 82,749	$ 87,601		$ 118,102	$ 288,452
2	5	Technology and programs for adaptive inter		$ 287,422	$ -	$ -	$ 6,120	$ 293,542
2	6	Formative assessment programs	All	$ -	$ -	$ -	$ 3,100	$ 3,100
2	7	LAS Links administration	All	$ -	$ -	$ -	$ 3,492	$ 3,492
3	1	Middle School Engagement	All	$ -	$ 152,498	$ -	$ -	$ 152,498
3	2	Dean of Culture		$ 88,509	$ -	$ -	$ -	$ 88,509
3	3	Enrichment Activities and Advisory Curriculu	All	$ -	$ -	$ -	$ 5,800	$ 5,800
3	4	Engaging Supplemental Technology	All	$ -	$ -	$ -	$ 1,359	$ 1,359
3	5	Facility Maintenance	All	$ 1,497,361	$ -	$ -	$ -	$ 1,497,361
3	6	Admin Support Staff	All	$ 72,237	$ -	$ -	$ 20,534	$ 92,771
4	1	Induction Program	All	$ -	$ -	$ -	$ 14,000	$ 14,000
4	2	Credential Monitoring	All	$ -	$ -	$ -	$ 16,776	$ 16,776
4	3	Highly qualified teachers	All	$ 695,260	$ 78,400	$ -	$ 242,818	$ 1,016,478
4	4	Summer Professional Development		$ 5,280	$ -	$ -	$ -	$ 5,280
4	5	School Leader Training		$ 2,825	$ -	$ -	$ -	$ 2,825

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 635,072	$ 959,861
LEA-wide Total:	$ 625,796	$ 949,685
Limited Total:	$ 9,276	$ 10,176
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training	Limited	English Learners, Foster Youth, Low Income	Voices MH	$ 7,276	$ 8,176
1	2	ELPAC administration	Limited	English Learners	Voices MH	$ 2,000	$ 2,000
2	1	Benchmark Assessment Licenses and Scre	LEA-wide	English Learners, Foster Youth, Low Income	Voices MH	$ 22,555	$ 22,555
2	2	Standards Aligned Core Curriculum	LEA-wide	English Learners, Foster Youth, Low Income	Voices MH	$ 7,700	$ 28,200
2	3	Staff Coaching support	LEA-wide	English Learners, Foster Youth, Low Income	Voices MH	$ 128,756	$ 220,322
2	4	Associate teachers in grades K-4 (Title I)	LEA-wide	English Learners, Foster Youth, Low Income	Voices MH	$ 82,749	$ 288,452
2	5	Technology and programs for adaptive inter	LEA-wide	English Learners, Foster Youth, Low Income	Voices MH	$ 287,422	$ 293,542
2	6	Formative assessment programs	LEA-wide		Voices MH	$ -	$ 3,100
2	7	LAS Links administration	Limited		Voices MH	$ -	$ 3,492
3	1	Middle School Engagement	LEA-wide		Voices MH	$ -	$ 152,498
3	2	Dean of Culture	LEA-wide	English Learners, Foster Youth, Low Income	Voices MH	$ 88,509	$ 88,509
3	3	Enrichment Activities and Advisory Curriculu	LEA-wide		Voices MH	$ -	$ 5,800
3	4	Engaging Supplemental Technology	LEA-wide		Voices MH	$ -	$ 1,359
3	5	Facility Maintenance	LEA-wide		Voices MH	$ 1,497,361	$ 1,497,361
3	6	Admin Support Staff	LEA-wide		Voices MH	$ 72,237	$ 92,771
4	1	Induction Program	LEA-wide		Voices MH	$ -	$ 14,000
4	2	Credential Monitoring	LEA-wide		Voices MH	$ -	$ 16,776
4	3	Highly qualified teachers	LEA-wide		Voices MH	$ 695,260	$ 1,016,478
4	4	Summer Professional Development	LEA-wide	English Learners, Foster Youth, Low Income	Voices MH	$ 5,280	$ 5,280
4	5	School Leader Training	LEA-wide	English Learners, Foster Youth, Low Income	Voices MH	$ 2,825	$ 2,825

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Coversheet

Public Hearing: Voices Mount Pleasant 21-22 Revised LCAP as SPSA

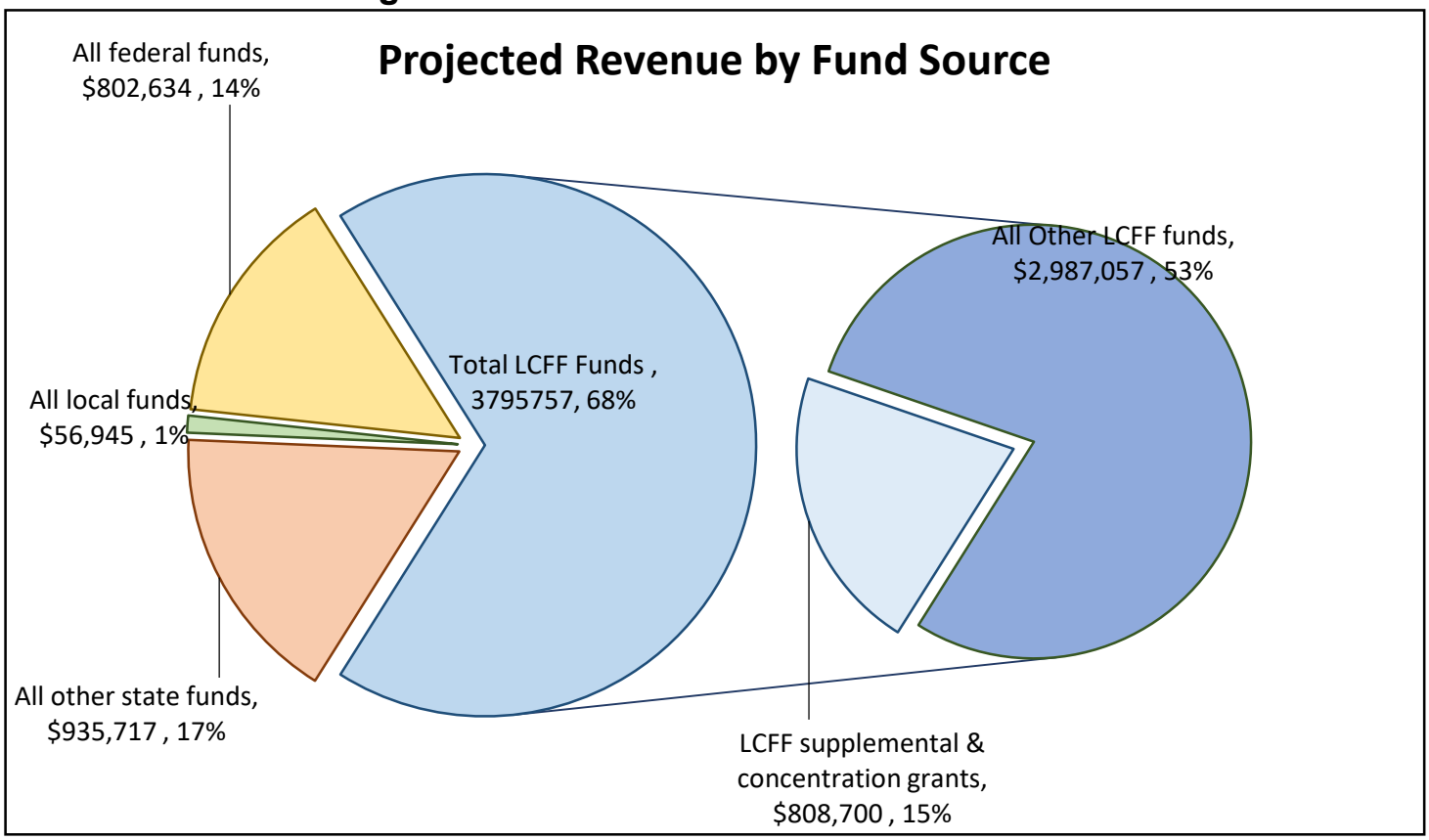
Section:	III. Public Hearings for Revised 2021-2022 LCAP as SPSA
Item:	C. Public Hearing: Voices Mount Pleasant 21-22 Revised LCAP as SPSA
Purpose:	Discuss
Submitted by:	
Related Material:	LCAP_SPSA_MountPleasant_2021_Merged.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Mount Pleasant
CDS Code: 43104390132530
School Year: 2021 – 22
LEA contact information: Catherine Barron, 408-791-1609; cbarron@voicescharterschool.com

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

Budget Overview for the 2021 – 22 School Year

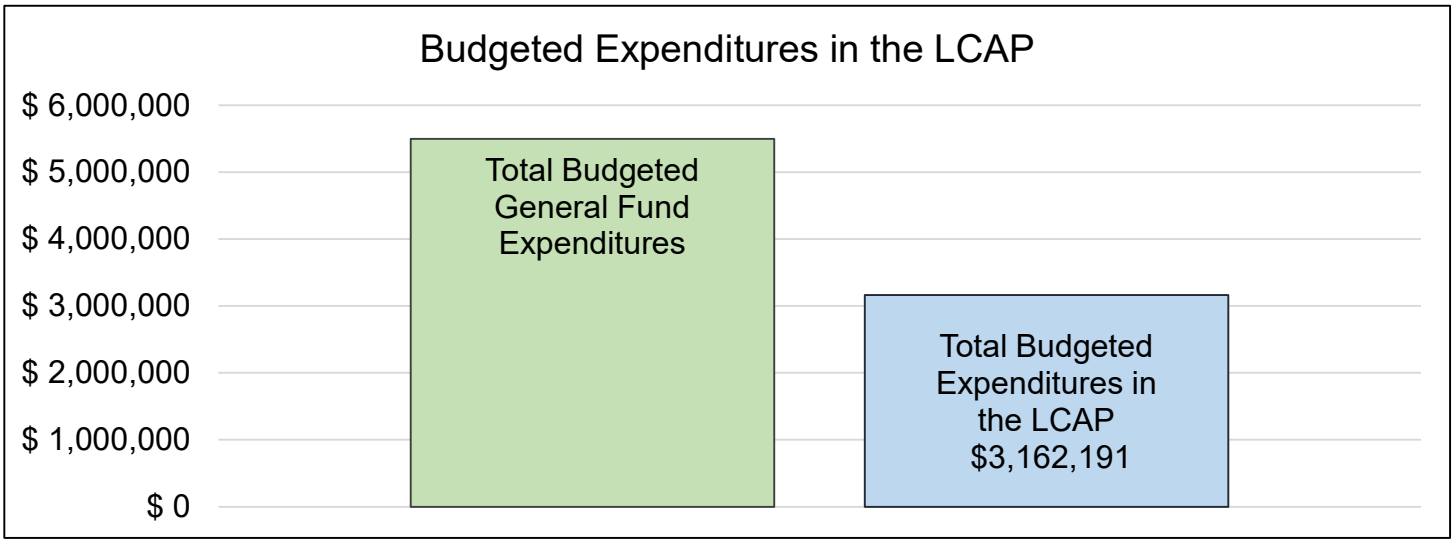


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Mount Pleasant expects to receive in the coming year from all sources.

The total revenue projected for Voices College-Bound Language Academy at Mount Pleasant is $5,591,053.00, of which $3,795,757.00 is Local Control Funding Formula (LCFF), $935,717.00 is other state funds, $56,945.00 is local funds, and $802,634.00 is federal funds. Of the $3,795,757.00 in LCFF Funds, $808,700.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Voices College-Bound Language Academy at Mount Pleasant plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Voices College-Bound Language Academy at Mount Pleasant plans to spend $5,497,271.00 for the 2021 – 22 school year. Of that amount, $3,162,191.00 is tied to actions/services in the LCAP and $2,335,080.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

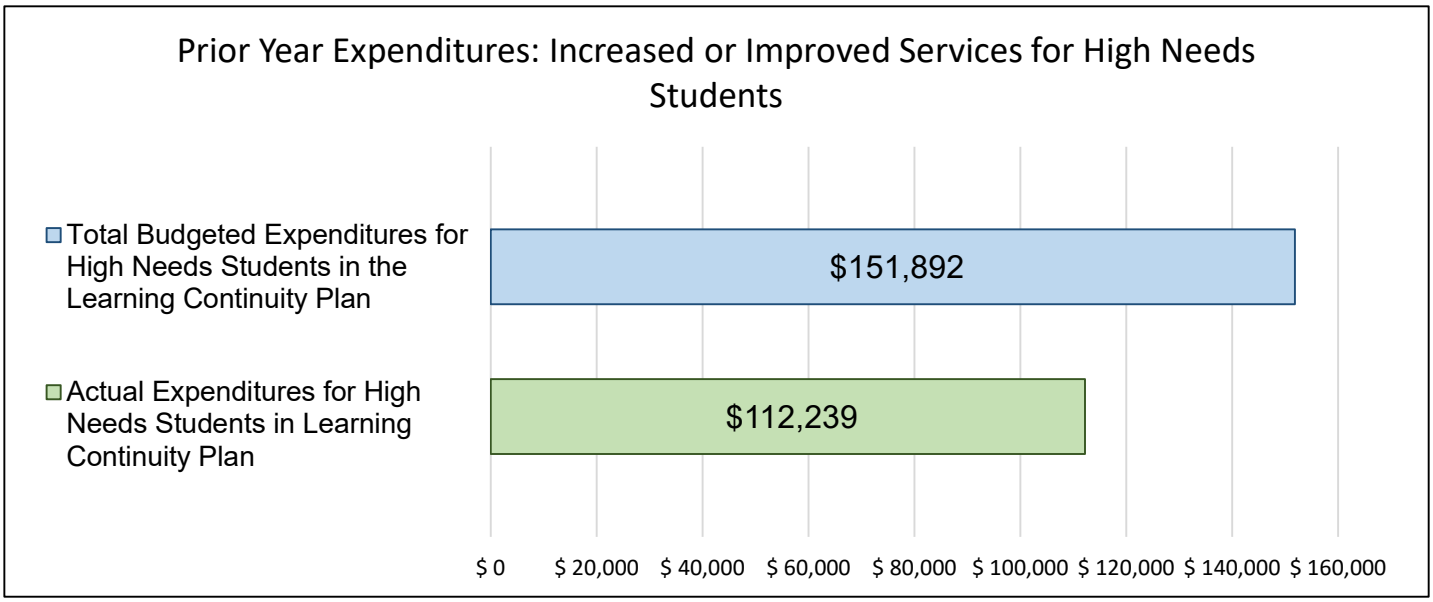
insurance, CMO services, special education teachers and contractors, oversight fees, food services, equipment leases, communications, field trips, staff appreciation expenses, and office supplies

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Voices College-Bound Language Academy at Mount Pleasant is projecting it will receive $808,700.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at Mount Pleasant must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at Mount Pleasant plans to spend $809,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, Voices College-Bound Language Academy at Mount Pleasant's Learning Continuity Plan budgeted $151,892.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Mount Pleasant actually spent $112,239.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $39,653.00 had the following impact on Voices College-Bound Language Academy at Mount Pleasant's ability to increase or improve services for high needs students:

All actions were implemented. Costs for student materials, assessments, and p.d. were less than budgeted.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language at Mount Pleasant	Christina Deberry (Principal)	cdeberry@voicescharterschool.com (408) 571-6404

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Network staff will conduct credential review as part of the teacher hiring process and support our teachers' credentialing needs and conduct annual review of teacher assignments to ensure compliance and support our teachers for their credentialing needs. .2 FTE HR Specialist Salary + Benefits	$14,397 Total $12,000 (a) $2,397 (b) LCFF S/C (a) (b) Object Code (a) 1000's, (b) 3000's	$8,992 Total $8,250 (a) $742 (b) LCFF S/C (a) (b) Object Code (a) 1000's, (b) 3000's
Provide a competitive salary to attract and retain high quality teachers. Certificated Personnel Salary + Benefits	$897,218 Total $703,916 (a) $194,302 (b) LCFF Base, Title l, EPA Object Code: 1000s (a), 3000s (a)	$656,425 Total $588,584 (a) $67,841 (b) LCFF Base, Title l, EPA Object Code: 1000s (a), 3000s (a)
Provide coaching support to teachers in the classroom. 1 FTE Coach salary + Benefits	$95,218 Total $74,703 (a) $20,514 (b) LCFF S/C (a) (b) Budget Code: 1000s (a), 3000s (b)	$79,057 Total $73,307 (a) $5750 (b) LCFF S/C (a) (b) Budget Code: 1000s (a), 3000s (b)
Provide Beginner Teacher Support & Assessment ("BTSA") induction for qualified teachers.	$17,500 Total LCFF S/C Object Code: 5300	$17,500 Total LCFF S/C Object Code: 5300

Goal Analysis

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

NA

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

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The percentage of students performing proficient on the CAASPP-ELA and Mathematics will increase: 3 percentage points from prior year	CAASPP/SBAC was suspended, therefore results were not available for the 2019-20 school year due to the COVID-19 pandemic. **Interim Assessment Results** **March 2020** Voices administered math and ELA benchmark interim assessments in 2019-20 before COVID-19 related school campus closures. - In benchmark 1 we had 5.2% of students proficient in ELA and 7% of students were proficient in ELA in benchmark 2. This was a growth of 1.8 percentage points. There was no benchmark 3 data due to COVID-19 school related closures and issues with remote testing of Spring 2020 during a pandemic.

	In benchmark 1 we had 17.1% of students proficient in math and 32% of students were proficient in math benchmark 2. This was a growth of 14.9 percentage points. There was no benchmark 3 data due to COVID-19 school related closures and issues with remote testing of Spring 2020 during a pandemic.
The percentage of students meeting their growth targets on the MAP Reading and Mathematics assessment will increase: 2 percentage points from prior year	MAP results not available for 2019-20 school year due to COVID-19 pandemic school closures. MAP administration suspended.
100% of students will have access to standards-aligned materials	100% of students have access to standards-aligned materials such as EL Education curriculum and Eureka Math curriculum.
100% of teachers will receive standards-aligned professional development	100% of teachers received standards-aligned professional development, including sessions on standards deconstruction, CCSS shifts and content knowledge developing protocols.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase benchmark assessment licenses (Illuminate, NWEA) for ELA and Math. Illuminate (ELA/Math)-$5.82/student; NWEA (ELA/Math)-$12.50/student PKRS (K only)- $4.06/student + $30 manual.	$7,812 Total LCFF S/C Object Code: 5800	$3,928 Total LCFF S/C Object Code: 5800
Purchase standards-aligned core curriculum and materials. ELA curriculum and materials costs-one time cost of $3,638 (books), $320 (teacher manual per grade (2nd-4th)	$4,598 Total LCFF S/C Object Code: 5800	$18.522 Total LCFF S/C Object Code: 5800

Purchase classroom technology including laptops, ipads, and projectors needed for blended learning. Dreambox-$22.50 per student Achieve3000-$42 per student +$290 school site fee +$2,695 for Professional Development Smarty Ants-$4,545	$39,767 Total LCFF S/C Object Code:4400	$49,997 Total LCFF S/C Object Code:4400
Provide standards-aligned professional development and planning time (IPP) for teachers .3 FTE Principal Salary + Benefits	$36,362 Total $28,529 (a) $7,834 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	$31,428 Total $28,090 (a) $3,338 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)

Goal Analysis

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

na

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

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

Voices purchased licenses for Illuminate, PKRS, and NWEA MAP in ELA and Math to track student proficiency and growth. Voices also purchased Dreambox, Achieve3000/Smarty Ants and classroom

technology to supplement learning in both in-person and distance learning classrooms. Additionally, Voices purchased ELA curriculum (EL Education) and teachers had online and physical access to curriculum guides. Teachers responded favorably to the new curriculum and as a result there was stronger teacher and student engagement in ELA lessons.

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

The principal was able to provide strong standards-aligned coaching to key grades throughout the year, and her support of key grades led to increased student proficiency in grades 2nd and 3rd by the second benchmark. For example, from benchmark 1 to benchmark 2, the percentage of kindergarten students proficient increased by 36% in math. Multiple grades had double digit growth in math. Subgroups, such as English learners also saw double digit increases in percent proficient.

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Adaptive technology based, standards based reading and math program licenses will be purchased for in-class and intervention personalized learning opportunities. Purchase Achieve3000, a setup charge of $290 + $42 per license, Smarty Ants, set up charge of $4,545. Purchase DreamBox, a flat fee of $6,875.	$24,978 Total LCFF S/C Object Code: 4400	See goal 2
Purchase LAS Links licenses to measure Spanish Language development. ($6.50 per student (K-8th)	$1,742 Total LCFF S/C Object Code: 5882	$1,843 Total LCFF S/C Object Code: 5882
Associate Teachers conduct summer ELPAC testing for ELs.	$960 Total $800 (a) $160 (b) LCFF (a) (b) Object Code: 2000s (a), 3000s (b)	$1,320 Total $1,176 (a) $144 (b) LCFF (a) (b) Object Code: 2000s (a), 3000s (b)

Principal will manage leadership, intervention services and student performance. .3 FTE Principal Salary + Benefits	$36,363 Total $28,529 (a) $7,834 (b) LCFF (a) (b) Object Code: 1000s (a), 3000s (b)	$31,428 Total $28,090 (a) $3,338 (b) LCFF (a) (b) Object Code: 1000s (a), 3000s (b)
The Dean of Culture will coordinate all services for special populations (504, SPED, SST, truant, etc.) .5 FTE Dean of Culture Salary + Benefits	$43,360 Total $36,141 (a) $7,219 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)	$40,137 Total $36,200 (a) $3,937 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)

Goal Analysis

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

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

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

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

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

The principal managed leadership, intervention services and reviewed and responded to student performance data throughout the year. A Student Service Manager (SSM) provided 504, IEP, ELD and SST

support throughout the year. The SSM also did observations in order to provide teachers feedback on ELD from September through February.

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

Our Dashboard shows that supporting English Learners and Students with Disability (Orange for English Learners and Students with Disabilities in ELA and Math) is an area to target. We had focused on co-teaching strategies in 2018-19 teacher professional development and SST intervention supports in 2019-20, with our SSM developing their strategies for intervention through training. We will continue to prioritize this work.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
At least 75% of parents will report on the annual parent survey that the school takes actions to ensure their child's safety	100% of parents surveyed on the annual parent survey agreed that the school took actions to ensure their child's safety
Maintain a low student suspension rate of ≤5%	The suspension rate for 2019-20 is 0.3%
Maintain a low expulsion rate of ≤2%	The expulsion rate for 2019-20 is 0%.

Voices will maintain an attendance rate of ≥ 95%.	The attendance rate for 2019-20 was 95.6%.
Voices will maintain a middle school dropout rate of ≤2%	Goal met. 0% middle school drop out rate.
There will be a decrease in the percent of students that report feeling unsafe at school as compared to the prior year student survey.	Student survey not administered due to COVID-19 school closure
There will be an increase in the percent of students that report school is a positive experience as compared to the prior year survey data.	Student survey not administered due to COVID-19 school closure
80% of stakeholders will respond to the annual satisfaction survey	66% of stakeholders responded to the annual satisfaction survey.
90% stakeholder rate school satisfaction overall with a grade of a C or better on annual satisfaction survey	97% of stakeholders rated school satisfaction overall with a grade of a C or better on annual parent survey
Parents have access to school information (LCAP, agendas, etc) in English and Spanish so they can fully participate as school decision makers.	100% of parents had access to school information in Spanish and English and the opportunity to fully participate as decision makers.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Custodians will maintain a clean and safe school facility and environment for students and adequate supplies will be provided. Contractor Cost Supply Cost	$25,878 Total $17,878 (a) $8,000 (b) LCFF S/C (a) (b) Object Code: 2000s (a) 3000s (b)	$33,900 Total $28,900 (a) $4,164 (b)
Voices will provide a modern and suitable facility for students with all the amenities and	$248,519 Total $100,000 (5605)	$496,652 Total

safety components expected for implementation of our charter school program and maintain the facility in good repair. Facility payment and Maintenance	$3,199 (5920) $7,435(5501) $137,885 (5601) LCFF S/C Object Code: 5000s	LCFF S/C Object Code: 5000s
School staff conduct regular walk-throughs of Charter School facilities and assure repairs are made in a timely manner. .3 Business Manager + Salary Facility and Maintenance Budget	$20,367 Total $16,976 (a) $3,391 (b) LCFF S/C (a) (b) Object Code 2000s (a), 3000s (b)	$21388 Total $19326 (a) $2062 (b) LCFF S/C (a) (b) Object Code 2000s (a), 3000s (b)
The Dean of Culture will promote an engaging, positive, and safe school culture and environment and execute a character development program. .5 FTE Dean of Culture Salary + Benefits Materials or Training $1,000	$44,360 Total $36,141 (a) $7,219 (b) $1,000 (c) LCFF S/C (a) (b) (c) Object Codes: 2000s (a), 3000s (b 5800 (c)	$41,450 Total $36200 (a) $3937 (b) $1313 (c) LCFF S/C (a) (b) (c) Object Codes: 2000s (a), 3000s (b 5800 (c)
The Business Clerk will concentrate time on school attendance and reporting. 0.8 FTE Business Clerk Salary + Benefits	$13,627 Total $11,909 (a) $1,718 (b) LCFF S/C (a) (b) Object Reference: 2000s (a) 3000s (b)	$16,827 Total $14,949 (a) $1,878 (b) LCFF S/C (a) (b) Object Reference: 2000s (a) 3000s (b)
Principal time will be spent managing leadership, parent involvement and student culture. .2 FTE Principal Salary + Benefits	$24,016 Total $19,019 (a) $5.191 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	$20951 Total $18,726 (a) $2,225 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)
Contract services and/or purchase enrichment activities and supplies for students. Including CCCS aligned arts enrichment curriculum licensing and materials, as well as, physical activity programs.	$7,724 Total $2,756 (a) $6,771 (b) LCFF S/C (a), (b)	$2496 Total $2496 (b) LCFF S/C (a), (b) Object Code: 5800 (a), 4110 (b)

$10 per student for Handwriting without Tears (K-1st) $2,029 per student for Typing without Tears (2nd +) $4,000 Art in Action	Object Code: 5800 (a), 4110 (b)	
Purchase annual parent independent survey services. Columbia Teachers College $600.00 + $2.00/parent	$1,804 Total LCFF S/C Object Code: 5800	$600 Total LCFF S/C Object Code: 5800
Hold a minimum of 4 parent workshops per year and provide child care and incentives.	$571 Total $480 (a) $96 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)	$498 Total LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)
Provide translation services for written materials.	$2,000 Total LCFF S/C Object Code: 5800	Paid Translation not needed (provided internally)

Goal Analysis

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

Paid translation services were not needed because staff was able to provide inhouse. A description of the successes and challenges in implementing the actions/services to achieve the goal.

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) and disinfectant supplies to support health and safety measures and sanitation of classrooms and school offices.	$7,612	$32,224	N
Purchase of additional curriculum to support all teachers teaching ELD.	$3,376	$	Y
Purchase of interim assessments/diagnostics math assessments (Achievement network)	$12,450	$8,986	Y

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

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

Analysis of In-Person Instructional Offerings

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

Voices created a gradual ramp up model that transitioned into our hybrid plan for in-person instruction once COVID-19 cases in our communities were down, state bills mandated in-person instruction and vaccines were more widely available to educators. We were able to bring our first group of students back on campus in mid-April of 2021 which was our Kindergarten and 1st grade students, at 50% capacity following an A/B Hybrid Model. This meant each group of students had 2 days on campus with 3 days off-campus for asynchronous and synchronous instruction (continued distance learning).

Voices conducted a successful training program that included sessions on COVID-19 safety measures, revision of new or adapted operations procedures, hybrid instructional schedules and vision for culture,

hyflex strategies for our instructional blocks, Special Education procedures and requirements, and socio-emotional learning and supports for students. Voices' training program started 3 weeks before our return date of April 12. Teachers had a minimum of two full days for planning instruction and setting up their classrooms. Feedback was positive with teachers reporting they felt safe and understood the rationale for returning for in-person instruction.

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

Voices' 2nd-3rd grade teams followed the K-1 teams, attending all trainings and having similar planning sessions. Per our Bridge Plan, they returned 2 weeks after our K-1 team and only since conditions were assessed as safe to do so. Due to issues with staffing, we were not able to bring back other grades safely. We hope to address hiring strategies in the next LCAP.

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

Our in-person instructional offering includes ELD (English Language Development) instruction 4 days a week. Every TK-6 teacher received 5 days of training in ELD this year and thus curriculum had to be purchased to support all teachers. Curriculum included teacher-facing manuals as well as student materials. In previous years, English learners switched classrooms per their English proficiency levels. As mixed cohorts were not allowed per our safety guidelines, we had mixed proficiency groupings for ELD. A challenge that came up during in-person instruction was how teachers could best support "Group C". Group C is Voices 100% distance learners due to parent choice. Teachers requested support for teaching these students and Voices provided training on hyflex instruction, or simultaneously teaching students online and in-person. Our team provided sample videos of ELD hyflex instruction (in addition to guided reading, math and ELA instruction) and a guidance document for teachers to follow that included technology set-up and tips for student engagement.

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

Voices purchased interim assessments at the beginning of the 20-21 school year. We were able to find ways to administer Achievement Network Interim Assessments with our distance learning program for the Fall of 2020 and Winter of 2021 in grades 2nd through 6th. Teachers unpacked the assessments prior to administration as part of their content development and feedback from these PDs was positive.

Teachers and the leadership team analyzed student results each benchmark during Voices' Results Oriented Cycle of Inquiry. Only 2nd grade will use Achievement Network assessments in Spring of 2021, per our regular assessment calendar. Others will use Illuminate, STAR/Renaissance and MAP/NWEA They will be done in-person or remotely depending on the grade.

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

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Zoom for teacher accounts	$3,360	$1.550	N
Purchase additional devices or technology (e.g., Chromebooks, hotspots, document cameras) for students, teachers and associate teachers to support distance teaching and learning	$47,020	$57,811	Y
Purchase of materials for take home kits and laptop bags for every student	$37,022	$11,811	Y
Mailing costs for work packets to be sent home	$1,000	$3,495	N

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

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

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance

Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Students in TK-6 received both asynchronous and synchronous learning each day. Voices provided Spanish and English instruction per our dual language model. We were able to use Eureka Math, Achievement First Math, Navigator Literature, EL Education and Systematic ELD curriculum for content-area instruction in a virtual setting by creating guidelines for what online lessons should include. We had to revise our pacing calendars and resources a few times in response to teacher feedback on pacing issues and their challenge to implement a full 60-minute lesson that was created for in-person instruction to a virtual setting. We had 4 days of synchronous instruction with 1 day of asynchronous instruction with associate teachers in grades TK-3 providing small group support on that asynchronous day. Additionally, Voices met and exceeded the required minimum instructional minutes in each grade span in order to fit our model (for example, K-1 had 270 minutes daily of live and asynchronous instruction with the majority of the minutes live) and serve our mission of providing more to students who need more.

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

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

We had successes in that we were able to mitigate significant learning loss. Overall, our scores increased year-over-year in ELA proficiency in benchmark 2 (an increase of 10 percentage points). There was some loss year-over-year in math overall proficiency (a decrease of 5%), though some grades performed similarly in benchmark 1 and benchmark 2 in 19-20 and 20-21.

Access to Devices and Connectivity

100% of all students have access to a chromebook and a device for connectivity. Voices surveyed families in the summer to find out what was still needed to be able to successfully take part in distance learning. We tracked surveys by family and those that did not respond to the survey received phone calls or home visits. We purchased a total of 128 new chromebooks and 60 ipads in addition to what we already had for the 2020-2021 school year. If chromebooks were not working or something broke families were able to trade in for a new one. We purchased 105 hotspots for students that did not have access to the internet. One success that we had was our technology services to troubleshoot with families if they were having trouble connecting. Families who needed additional support were able to schedule appointments for curbside support. Additional chromebooks were set aside for students in the event chromebook had technical problems.

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

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

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

One challenge was in our proctoring of NWEA MAP virtually for our 3rd grade students in the fall to gather baseline information. We ran into connectivity issues as well as having to troubleshoot independently for many students one-on-one. The testing took 2 weeks longer than planned and we did not assess all students.

One challenge was that as the months of distance learning passed, we saw less engagement with online learning in Voices upper grades. Our middle school students in particular had disengagement by turning off their cameras, not submitting or completing assignments or engaging fully in breakout rooms. We had multiple coaches and network staff supporting our middle school teacher with strategies. The plan included time to reset classroom culture as well as strategies for doing Socio-Emotional Learning and check-ins.

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

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

Distance Learning Professional Development:

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

We continued with our weekly teacher professional development focused on understanding standards, Common Core shifts and lesson intellectual preparation.. Other staff, including associate teachers, were provided trainings as needed.The principal conducted a listening tour mid-year and during the first week of hybrid (in person) teaching. The principal asked what was working well and what to improve. Teachers have feedback on wanting more collaboration across the school. One thing that came out of their input was making space for New Teacher Link Up collaborative space. This space happens each Wednesday for new teachers to exchange ideas and support. They were able to plan strong SEL spaces for distance learning and as a result chose to focus on daily affirmations, check-ins and fun facts to start the school day and stay connected with students.

Voices conducted regular surveys with our staff in order to gauge how supported they were feeling with professional development. Staff had positive feedback about each other and how the staff relied on each other to learn best practices for distance learning. For example, 71% of all staff felt the school had a warm climate. Additionally, Voices held focus groups with teachers over the summer to collect input on what types of trainings they needed based on Spring 2020 Distance Learning. They requested more models of online lessons and support with online learning platforms which we did provide.

Staff Roles and Responsibilities:

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

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

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

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

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

Support for Pupils with Unique Needs:

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

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

One challenge we faced was in supporting students in-person even during distance learning. We had planned to have a small in-person cohort open in the winter of 2020-21 for students who needed additional supports for engagement and who needed one-on-one support per their IEP or Student Support Team plans. We would have followed all guidelines set by the state for small stable cohorts. However, the rise of cases in November/December which moved us into the purple tier meant that we did not move forward with this cohort until Spring of 2021.

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

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

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase online assessment and learning platforms and/or applications to support distance teaching and learning	$38,078	$28,407	Y
Training Associate Teachers to deliver synchronous and asynchronous instruction and small groups support.	$8,482	$1,560	Y

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

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

Analysis of Pupil Learning Loss

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

A success was the training Voices provided to our teachers in addressing unfinished learning in math and ELA. We did this in our summer training and then throughout the year during teachers' monthly planning days. Teacher feedback was positive on these training sessions around understanding standards and the major work of the grade. Teachers also learned how to prioritize certain standards for accelerated learning rather than remediation, per multiple researched recommendations (including from our partner organizations, Achievement Network and Navigator/Accelerator). We walked teachers through using the Coherence Map by Achieve the Core in order to understand what gaps might need to be addressed in whole group or small group instruction prior to jumping into a unit in math. We gave diagnostic assessments at the start of the year in order to understand what gaps students were coming in with. A challenge was that in order to not impact instructional days, these assessments were given asynchronously. Teachers ended up spending much more time having to set up the assessment, which interfered with instructional time so these assessments were not done consistently throughout the school year. However, Voices still put much effort, training and coaching into math data meetings. We updated our math weekly data meeting tracker and provided key grades weekly coaching or comments/feedback using the Google Suite. Weekly data meetings helped each grade level measure learning status, reflect on what worked or did not work in distance learning and make a plan for reteach. Some plans included specific language learner strategies or small group support. We continued to have our interim assessments with our 3-day data-dives with teachers and Education Specialists. Out of those 3-day deep dives into data, our teachers would come up with plans to support students who were

behind, including those in subgroups. While we did not have significant increases in math, we were able to mitigate the learning loss that was originally predicted. In one year, from benchmark 2 in 2020 to benchmark 2 in 2021, student proficiency dropped just 5 percentage points. And from the fall benchmark to the winter benchmark, we went from 18% of students proficient in math to 27% of students proficient. While there is still a lot of work to do to increase student achievement, we are happy to pushed student learning in a virtual model.

Voices continued to focus on accelerated learning in ELA by providing professional development on text complexity in grade-level texts. We also re-assessed ELA data meetings and noted that they did not happen consistently and there was not much guidance for them. As a result we trained teachers in how to look at student work and create reteach plans for ELA. Teachers provided feedback that our ELA curriculum in grades 2-4 was difficult to navigate in an online setting. We were able to shift our curriculum mid-year when the publisher created “Flex Curriculum” for online or hybrid learning. Teachers responded positively to this change as it meant lessons were easier to navigate throughout the week and resources were created for online settings. In ELA, we actually were able to mitigate learning loss. In one year, we had a 10 percentage point increase in students proficient in ELA (Winter Benchmark in 2020 to Winter Benchmark in 2021). In certain grades, we saw lots of growth on the ELA interim from fall to winter. For example, 2nd grade went from 8% of students proficient in ELA to 38% of students proficient. While we are not reaching our goals yet, we are happy to see improvements as a result of distance learning.

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

For students with special needs, we addressed learning loss in several different ways. While our regular student schedule typically ended by 1:30 or 2:15 pm depending on the grade, special education supports continued after 2:30 pm with students meeting with our school team members or external providers for speech, OT, counseling, etc. On Wednesdays, when most teachers had a full day for planning, our Special Education department continued to teach and meet students for goals sessions. Finally, in IEP meetings, we discussed Emergency Service Plans and took actions to support each student or accommodate work to prevent learning loss.

Voices ATs were trained in foundational literacy skills. They led sight words and fluency instruction in grade TK-3 online while teachers pulled small groups for virtual guided reading in Zoom breakout rooms. Additionally, we used our 19-20 and 20-21 formative assessments to help us make plans to fill in gaps in literacy.

Analysis of Mental Health and Social and Emotional Well-Being

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

Successes include the following:

- A high-level SEL PD was conducted for staff in October 2020 to introduce HEARTS Trauma-informed Principles for promoting school and community success. Prior to Hybrid re-entry in April 2021, a more in depth SEL PD covering each of the HEARTS Trauma-informed Principles was covered in detail with examples of how to implement each principle in the Hybrid model with students in person and on screen. This more detailed SEL professional Development was offered in a staggered manner to grade levels K thru 1st, 2nd and 3rd, and 4th and 5th in order for Teachers and ATs to receive grade-level relevant ideas and suggestions of age appropriate implementation.

- Voices partnered with a third party (Panorama Education) to conduct a pre Teacher and Staff Well-being and Adult SEL survey to measure the professional well-being and capacity of teachers and staff to support every student socially and emotionally. A pre-survey was conducted in the fall of 2020 with an 83% response rate. This strong response rate allowed us to identify areas of strength and areas of opportunity with Teachers and Staff respectfully. A post-survey is being conducted in spring 2021.

- Voices also conducted two pre Student SEL surveys (Student Competency and Wellness, and Student Supports and Environment). These surveys were administered to 4th through 8th grade students. The Student Competency and Wellness survey reflected several areas of strength such as Supportive Relationships and Classroom Effort. The Supports and Environment survey reflected several areas of strength such as Teacher Student Relationships and Rigorous Expectations.

- Voices conducted a Network-wide Parent Education series to stay connected and engage the parent/guardian community on relevant topics given the virtual learning environment. The objective was to provide families/guardians with information to reduce anxiety and stress related to supporting their students at home so parents/guardians felt better equipped. Topics included: Making Technology Work for You, Feeling Successful as a Parent in the Virtual Learning Setting, Social/Emotional Wellness, Stress Management and Building coping skills for Parents/Guardians, and Building Assets and a Positive Climate at Home.

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

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

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

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

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

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

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

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

- Principals utilized teacher huddles, teacher team meetings and individual teacher meetings to check on teachers' well- being on a regular basis.
- Voices developed a Culture Newsletter to be distributed to all staff in December 2020 and April 2021 which included a Social Emotional Focus for staff as well as an acknowledgements section.
- Voices conducted a Core Value Awards cycle Nov/Dec 2020 and April 2021 to acknowledge Voices staff who are role modeling any of Voices Core Values. Any staff member at Voices may nominate anyone with the Network.

Challenges included the following:

-Attendance was less consistent during synchronous sessions, in comparison to traditional in-person classrooms, therefore impacting the availability of students as SEL surveys were administered.

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

Analysis of Pupil and Family Engagement and Outreach

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

Successes include the following:

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

- Tier I strategies target all students
    - Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in weekly parent newsletters, sending text messages to whole school population after winter and spring break with reminders to return to school
- Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Voices Dean of Culture and other school leadership staff took the lead on these actions to form the re-engagement team.
    - Tier II strategies included Dean of Culture monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), and SST meetings to discuss impact on learning as a result of being absent.
- Tier III supports are needed by students demonstrating chronic absenteeism.
    - Voices created a chronic absenteeism tool which allowed the Dean of Culture and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent.

Challenges included the following:

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

- Dean of Culture had to repeatedly reset and remind parents/guardians of the expectation of attendance on asynchronous mornings in addition to the importance of parents/guardians enforcing, with consistency, that school work get completed.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

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

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Staff Roles and Responsibilities	Hire COVID-19 Liaison to advise and assist school staff to implement COVID protocols.	$10,200	$11,045	N
N/A	Translation services for written parent resources and communications	$3,500	NA	N
Mental Health and Social and Emotional Well-Being	Tiered social worker support services	$4,844		Y
Mental Health and Social and Emotional Well-Being	Purchase SEI curriculum	$620	$200	Y

School Nutrition	Providing nutritious meals to all students	$214,866	$77,741	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences in the actions and services identified.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Voices learned a variety of important lessons that will impact our goals and actions moving forward. They are broken down into the following sections:

Access to standards-aligned materials

-Voices will continue to support teachers' understanding of the curriculum in ELA and math by providing professional development and regular coaching. Regardless of in-person or distance learning, our teachers need content knowledge development in order to better understand how to modify lessons or how to respond to student data. We continued to have weekly data meetings, but we still saw gaps in teachers' understanding of what strong reteach lessons look like. A prepared coach to guide teachers is essential in creating strong reteach plans that serve all of our students, but our subgroups in particular.

-Training our associate teachers (ATs) was key in this year of distance learning. Having Voices ATs attend summer training with teachers was well received by staff at all levels. It made distance and in-person instruction much more effective. Voices also trained ATs alongside teachers for in-person instruction. We would like to continue training our ATs during the summer and throughout the year, on engagement strategies as well as the instructional pieces they own. This year Voices needed to provide them with a laptop to support distance learning, which was not provided to them in previous years. We would like to continue to provide them this technology in order to plan for their work with small groups at school when we return to in-person instruction this year and in future years.

English Learners support

It was exciting to be able to provide all TK-5 teachers with designated ELD and Systematic ELD training, which was our response to a request we had heard for many years. However, providing this training to all K-5 teachers meant we had to purchase more curriculum and teacher training manuals. We do see this as a continued area of focus. Voices will continue to develop teachers' understanding of language development and both designated and integrated ELD. Additionally, Voices willadd staff that can lead this work at the school site so that we can have a Student Services Manager focused on special services and an English Learner Specialist who can focus on ELD training and coaching. Per our internal data on interims, this is an area of focus at our school site. We are committed to increasing student outcomes in this area.

Special Populations Pupil Achievement

Per our internal data on interim assessments, this is an area of focus at Voices and we are committed to increasing student outcomes in this area. We were proud of our work in providing regular services to students with IEPs even in a remote setting. We want to build on this work by strengthening the internal supports we provide students. We are focused on better training for our special education staff for next year.

Overall pupil achievement and learning loss

Voices will continue to use formal and informal assessments to track pupil progress. This means continuing and strengthening our use of online learning platforms that are differentiated and adaptive for students (Achieve3000, Dreambox). It also means training our intervention teachers to review this data regularly to share updates with the rest of staff.

We will continue to use our interim assessments and partner with Achievement Network to look at data. These interim assessments help us see where we stand overall and make plans for individual students.

We will continue to use some of the software we purchased for distance learning which made instruction both engaging but also helped teachers track data more effectively such as GoFormative.

Student Engagement

While Voices maintained a strong attendance rate throughout the year, we see disengagement from students of concern. We made progress with our students in middle school by training teachers, resetting class culture and creating tiered initiatives for re-engagement. However, we want to continue to partner with our parents and provide supports for these students.

Given the COVID-19 pandemic and cause for concern about students' mental wellness, we adopted a Socio-Emotional curriculum this year and will continue this work next year. Voices is considering hiring additional middle school staff to focus on advisory curriculum and engagement activities for our middle school students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to assess pupil learning loss and address it in the next few years. Our 2021-24 LCAP includes key strategies around assessment, engagement, teachers support and specific tiered student support.. We will continue to use formative assessment to gauge learning progress for our students and use that data to differentiate instruction as needed or provide more specific interventions. We have learned many strategies about re-engaging students and families and training staff on engagement. The 2021-24 LCAP includes actions to support specific students or groups that could disengage due to learning loss. Finally, we know that our traditionally underserved populations such as students with special needs and English Learners will most be impacted by the pandemic-related learning loss. We are working to address that learning loss by hiring additional associate teachers, providing consistent coaching and training, providing training and coaching to teachers on how to accelerate learning of these students, training on how to use the curriculum to provide strong tier 1 and tier 2 instruction, how to differentiate and how to use specific strategies for English language learners in the coming years.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences in the actions and services identified.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The data and reflections represented here have helped us create our 21-22 through 23-24 LCAP. Our goals for that LCAP include a focus on English Learners, Students with Special Needs, increased staffing and training, and stronger student and family engagement.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual

Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged

to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when

pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program,

Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education

January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Mount Pleasant	Christina Deberry (Principal)	cdeberry@voicescharterschool.com (408) 571-6404

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Voices College Bound Language Academy at Mount Pleasant (Voices MP) is a diverse and innovative school, serving a high needs community with the mission to “prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program.”

Voices MP currently serves 315 Kindergarten-6th Grade students across our school. Our student population is 45% English learner (EL), 40% are classified as Low Income and our LCFF Unduplicated count is 71%. (Data from Dataquest) Voices MP students represent a variety of backgrounds and experiences, with our most significant populations identifying as Hispanic/Latino; other ethnicities include White, African American, and Asian.

We believe in our students, and we believe in the power of the values that drive our efforts to support our students to succeed. At the center of Voices MP’s core values is In Lak’ech, the philosophy of loving and caring for one another because we are one. “Si Se Puede” Attitude, Scholarship, and Activism then take our students into a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Voices College-Bound Language Academy at Mount Pleasant which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements by focusing on four broad goals: Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model; Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports; Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community; Voices Academy will

recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction.

Voices College-Bound Language Academy at Mt. Pleasant completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Council. The English Learner Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Voices College-Bound Language Academy at Mount Pleasant based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on the 2019 California Dashboard and local data, here are some successes from the 2019-20school year:

- Our suspension rate is “Green” on the Dashboard.

- Voices MP were able to mitigate significant learning loss in math and ELA during the COVID-19 pandemic. In our analysis of year-over-year results for our interim assessments, students are performing at similar levels as they were before we went into distance learning. For example, between the 2019-20 ELA second benchmark interim assessments to the 20-21 ELA second benchmark we had a 5% increase.

- We attribute this to providing a robust distance learning program that included live teaching in ELA, math and reading. With our distance learning, students had a live one hour lesson in ELA and math for 4 days a week. In addition, small group work continued with associate teachers or teachers working with students who needed more support. We were also able to mitigate significant learning loss by continuing

with our strategies and principles on weekly coaching, weekly professional development, weekly data analysis and weekly intellectual preparation (lesson internalization).

- Voices MP met all of our local indicators. Based on local data, successes include:

- We were able to provide virtual English Language Development (ELD) for all English Learners. All TK-5 teachers were trained in designated ELD via EL Achieve's Systematic ELD training program and curriculum. ELD was done 4 days per week virtually and then 4 days per week when grades began in-person instruction.

- All support services were provided to students with IEPs. Services such as speech and occupational therapy were provided online during distance learning.

- We were able to provide some in-person support to cohort groups before most of our general population was invited back on campus. These groups included students with IEPs who had one-on-ones in grades 2-6 or students who were consistently absent or not engaged/participating in middle school.

- We were able to provide Chromebooks to all families who requested one throughout the year during distance learning and hybrid in-person instruction. Families who did not have a laptop or tablet for each student could request one from the school site.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Voices MP has been working hard on tackling chronic absenteeism at our school site, as this was an area identified as needing improvement based on the 2019 Dashboard where we had 13.3% of students chronically absent. We implemented a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English) during 2020 and 2021, and it will continue to be a focus moving forward. Tier I strategies target all students. Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent newsletters, sending text messages to the whole school population after winter and spring break with reminders to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Dean of Culture monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, parent/guardian meetings, home visits (being mindful of safety protocols of social distancing, wearing a mask and meeting with parents/guardians outside), and SST meetings to discuss impact on learning as a result of being absent. Tier III supports are needed by students demonstrating chronic absenteeism. Tier III strategies included: referring students to outside support and providers, creating specialized student plans for participation, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Voices created a chronic absenteeism tool which allowed the Dean of Culture and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent. Students and families received individualized support and modifications. These plans were adjusted for students as needed.

Of Voices MP's total student population, 45% are English Language Learners and 12% are students with disabilities. Our internal data shows that these subgroups are performing at lower proficiencies than our overall population. We would like to target this area for improvement in both ELA and Math. Below are some previous steps and next steps

- Voices adopted a new curriculum, EL Education, that has built in references and to target students with disabilities and English learners. We are ending our 2nd year with this curriculum and teacher response has been positive. EL Education provided a flex curriculum for distance learning so we were able to continue building our momentum in the implementation of this curriculum.

- Voices provided English Language Development training to all of our TK-5 teachers. The training included 5 different sessions that covered our ELD curriculum or spoke to ELD strategies and background, including understanding the proficiency levels of students and what structured language practice looks like. Prior to this year, we only provided this training to teachers of Systematic ELD.

- In 2019-20, our department of special populations focused on Student Success Teams and interventions. Our Student Services Manager was trained in strengthening interventions to support students with SSTs and how to monitor their progress. This also helped her build a toolbox of strategies for supporting the Special Education team.

- Voices MP continued to do deep dives into interim assessments, where student work is individually reviewed. As a result, teachers were able to plan whole-group reteach lessons or small group and one-on-one supports. This also helped the teacher and admin team focus on "target students" or students who would be a focus and represent the class. This data was reviewed regularly.

- We continued to implement weekly intellectual preparation planning sessions and weekly data meetings. Based on local data, the principal and coach worked directly with grade-levels that needed more support in order to increase student outcomes. These sessions also helped teachers understand the ELA standards and texts they were teaching and to construct exemplars before teaching a lesson. These sessions also helped teachers understand the math standards and to construct exemplars before teaching a lesson.We also developed an ELA data meeting tracker and continued to use our math data meeting tracker in order to provide teachers feedback on their analysis and ensure that they were looking at all students and creating small groups.

- We held training sessions on backwards planning from interim assessments in both math and ELA. Teachers broke down passages in order to build their own content knowledge. They completed examples of specific items on the assessment to build their content knowledge.

- Weekly coaching sessions based on observation in either math and ELA. In some cases teachers were also observed in English Language Development and received additional coaching to support English Language Learners. We hope to continue these action steps next year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This LCAP address supports for students and staff coming off of a year of mostly distance learning in 2020-21. It also addresses pupil learning loss as a result of COVID-19 pandemic and areas of growth per the 2019 California School Dashboard. We reviewed our internal data and stakeholder input to create 4 goals. These 4 goals address all 10 of the state priorities. Altogether they promote the achievement of all students, and in particular key subgroups of English learners, they ensure our teachers are supported to deliver high-quality instruction, and that our school community (parents, students, staff) are engaged in a number of ways.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Voices MP knows the importance of stakeholder engagement, as it leads to developing an effective plan for the school and student success. Voices Academy has used several structures to effectively communicate and engage key stakeholders in the Local Control and Accountability Plan (LCAP). The process involved numerous annual meetings and surveys with stakeholders to engage them in the LCAP goals and actions.

Throughout the year, Voices MP held ELAC meetings, workshops, and Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. ELAC fulfills the role of the LCAP parent advisory committee. In addition, an LCAP overview was presented to stakeholders and a feedback survey was sent out using our communication platform, ParentSquare. All materials were provided in English and Spanish. The following meetings listed below were hosted by Voices and stakeholder feedback was collected.

Opportunities for parents to discuss these topics:

Cafecitos: Once a month

ELAC Meetings: November 20th, January 19th, March 4th, April 22

Parent Workshops: September 24th, October 22nd, November 17th, December 10th, January 21st, March 15th

Parent Leadership Meetings: September 22nd, November 10th, December 8th, April 15th

LCAP Overview Meeting for Staff and Parents: May 18th

Special Education Consultation:

March 3rd, 8th, 30th

April 6th, 13th, 27th

May 4th, 11th, 19th, 28th

June 11th

A summary of the feedback provided by specific stakeholder groups.

A summary of the feedback provided by specific stakeholder groups are listed below.

Strengths included:

Annual SEL survey topics (all staff, students in grades 4-6, and parents/guardians)

School climate rated positively:

Teachers 62%

Other staff 63%

Parents/guardians 77%

School Safety rated positively:

Parents/guardians 83%

Teacher-student relationships rated positively:

Students 4th and 5th grade 76%

Students 6th grade 71%

Strengths of LCAP stakeholder survey:

65% of respondents reported they were highly satisfied or satisfied with efforts to address student emotional wellbeing, 25% were neutral.

55% of respondents reported they were highly satisfied or satisfied with efforts to support family and pupil engagement, 40% were neutral

65% of respondents were highly satisfied or satisfied with in person instruction and safety, 25% were neutral.

Areas of opportunity included:

Annual SEL survey (all staff, all students in grades 4-6, and all parents/guardians).

55% of students in grades 4th and 5th reported challenging feelings (higher scores indicate less frequent challenging emotions.)

39% of students in 6th grade reported challenging feelings (higher scores indicate less frequent challenging emotions.)

44% of teachers reported that feedback received covers all aspects of their role.

Professional Learning rated positively:

Teachers 33%

Other staff 54%

LCAP stakeholder survey:

30% of respondents reported they were highly satisfied or satisfied with efforts to mitigate student learning loss and 41% were neutral.

Other input from: The most often suggested idea from families was to include more reading support, more activities, and providing counseling and continued social emotional learning for students.

Special Education Consultation:

In terms of students with special needs, we discussed during check-ins the need for School Services Managers (SSM) at the school sites, the progress of our SSMs, and the training needed for them. We review their feedback from quarterly surveys too. In terms of SWD data, we review it during each PROCI cycle as an academic team and consider what is missing in our program. We discussed increasing inclusive practices and co-teaching. We discussed the need for more ELD training for teachers and more SIOP training for leaders.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Voices MP thoroughly reviewed data and stakeholder input in the development of the LCAP goals and actions.

Voices MP will hire additional teachers to provide classes and activities for middle school students during the school day. The support of these teachers will also allow more planning time for classroom teachers. **Goal #3**

Additionally, Voices MP will continue to focus on student wellbeing by supporting them to build coping skills. We will provide advisory for middle school students and continue to implement an SEL curriculum **Goal #3**

Voices MP will also provide additional academic support for students to mitigate learning loss. We will hire additional associate teachers to provide small group instruction and tutoring and provide adaptive technology intervention programs. **Goal #2**

And Voices MP will provide more coaching for teachers so that they can deliver highly effective instruction. **Goal #1, #2**

Special Education Consultation:

Based on our Special Education Consultation, we plan to continue the training for our School Services Managers, to monitor their feedback and their progress, and to continue our regular team review of data for our Students with Disabilities in order to determine needs and adjust our practices accordingly. We plan to include ELD training for teachers and more SIOP training for leaders in the coming year.

Goals and Actions

Goal 1

Goal #	Description
1	Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model. (Priority 2, 4A, 4C, 4D, 8)

An explanation of why the LEA has developed this goal.

A large percentage of our population is made up of English Language Learners (ELs) and all of our students are language learners in our dual-immersion program. The majority of our students who are ELs also fall into our SED subgroup. Internal interim math and ELA assessments show that when we pull our English Learners in comparison to RFEP and English Only students, our ELs are performing at lower proficiency rates. Teachers and school leaders have also requested additional training and support with implementing English Language Development (ELD) and language learner strategies.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

CA School Dashboard- Academic Indicator **English Language Arts** average scale score distance from standard	Distance from Standard 18-19 All Students: 17.9 points below Hispanic - 23.9 points below English Learners - 32.1 points below Socioeconomically Disadvantaged - 32.1 points below standard Students with Disabilities - not available* .				All Students - 7 points below Hispanic -13 points below English Learners - 22 points below standard Socioeconomically Disadvantaged - 22 points below standard
CA School Dashboard- Academic Indicator **Math** average scale score distance from standard	Distance from Standard 18-19 All Students - 17.8 points above standard Hispanic -11.6 points above English Learners - 9.5 points above Socioeconomically Disadvantaged - 11.6 points above Students with Disabilities -not available*				All Students - 17.8 points above standard Hispanic - 11.6 points above English Learners - 9.5 points above Socioeconomically Disadvantaged - 11.6 points above

CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (Overall performance in SBAC)	ELA Meeting or Exceeding Standard 18-19 All Students - 41.79% Hispanic - 39.34% English Learners - 24.24% Socioeconomically Disadvantaged - 34.55% Students with Disabilities N/A* **Math** Meeting or Exceeding Standard 18-19 All Students - 55.07% Hispanic - 53.96% English Learners - 42.42% Socioeconomically Disadvantaged - 55.55% Students with Disabilities N/A* *In order to protect student privacy, data is suppressed because 10 or fewer students tested.				All Students - 48% Hispanic - 48% English Learners - 30% Socioeconomically Disadvantaged - 42% Students with Disabilities - 30% All Students - 55% Hispanic - 55% English Learners - 45% Socioeconomically Disadvantaged - 50% Students with Disabilities - 30%

CA School Dashboard- English Learner Progress Indicator (ELPI) The percentage of current English Learner students who progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4	2019 CA Dashboard 36%				43% of English language learners progress at least one level or maintain
Data Quest Percentage of students redesignated Fluent-English Proficient since last census	19-20 9.8% reclassification rate				12% reflassiciation rate

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic ELD and SIOP Teacher Training	If we train all of our TK-7 teachers in both Systematic ELD (by EL Achieve) and the Sheltered Instruction Observation Protocol (SIOP) models then all of our teachers will increase their knowledge of language learner strategies. This will result in teachers making the best instructional moves for language learners throughout our day (for both Spanish and English learners per our dual immersion model) which is needed based on our current EL subgroup data.	$8,507	Y

Action 2	ELPAC administration	If we train our associate teachers to proctor initial and summative ELPAC then we are able to have data to review with teachers during ELD training, make student groups for designated ELD and address EL gaps via instruction. This will result in more targeted instruction for English Learners in both designated and integrated ELD based on their proficiency, strengths and development because currently our data shows we can improve our instruction of ELs.	$2,000	Y

Goal 2

Goal #	Description
2	Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports (1B, 2, 7, 8)

An explanation of why the LEA has developed this goal.

Two subgroups of concern with academic achievement are students with disabilities and socioeconomically disadvantaged students, particularly in ELA. Our internal reading and math interim assessment data shows that while some students with disabilities are performing similarly to their general population counterparts in math, our students with disabilities are still having challenges in reading comprehension and writing assignments with grade-level texts. Special education staff and general education teachers and associate teachers have both requested support with differentiation strategies in the classroom following a year of focusing on inclusion and co-teaching strategies (done in 2018-19). We will continue to build on that knowledge. Our response to COVID-19 pandemic and distance learning also helped us realize how key our associate teachers were in supporting students and mitigating learning loss. Associate teachers and their training proved invaluable to helping us make progress with our students and will be even more vital as we look to come back to school in person and close an even wider gap for socio-economically disadvantaged students, students of color, English Learners and students with special needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-7 in Benchmark 2	27% of students proficient in 20-21				45% of students meet proficiency in Benchmark 2
Internal ELA Assessment 2-7 in Benchmark 2	17% of students proficient in 20-21				30% of students meet proficiency in Benchmark 2

MAP Assessment Growth Goals	ELA 54% met MAP growth goal				62% of students meet their growth goals in ELA and math based on MAP Reading and mathematics assessments.
MAP Assessment Growth Goals	Math 55% met MAP growth goals				62% of students meet their growth goals in ELA and math based on MAP Reading and mathematics assessments.
Professional Development Calendar*	100% of teachers receive academic content and performance standards professional development				100% of teachers receive academic content and performance standards professional development
Curriculum and Assessment inventory/ procurement list*	100% of students have access to standards-aligned materials				100% of students have access to standards-aligned materials

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Benchmark Assessment Licenses and Screeners	If we purchase benchmark assessment licenses and systems (such as Illuminate, NWEA/MAP, STAR/Renaissance, LAS Links, Achievement Network interims, Illuminate), we will have the data on how our subgroups are performing in ELA and math at the start of the year and three additional times throughout the year. We can then use this data to reflect on instruction and drive instruction for small groups, specific students or the whole group supports. We will purchase a PKRS	$22,555	N

		kindergarten screener test to determine which incoming students may already need interventions, class supports, student success team support or additional tests. We can identify students with special needs early on.		
Action 2	Standards Aligned Core Curriculum	By purchasing curriculum for ELA (EL Education and Navigator Literature), we are providing all students with access to high-quality complex grade-level work, especially unduplicated students. Much of the curriculum includes strategies for subgroups, including ELs. This will help us stay focused on both the work of meeting students where they are at but also accelerating students' achievement by focusing on grade-level work. Curriculum includes both student and teacher materials.	$11,400	Y
Action 3	Staff Coaching support	If we provide staff with coaching support through a full-time coach in addition to a principal who also coaches, we can support teachers with their data-analysis skills during data meetings, with professional development and coaching/observations, with their engagement techniques with real-time coaching and help them plan for small group reteach, tier 1 and tier 2 strategies or specific student needs. This will help us increase academic achievement for all students, but in particular for students with special needs and socioeconomically disadvantaged students.	$235,044	Y
Action 4	Associate teachers in grades K-4 (Title I)	Provide associate teachers in primary grades in order to provide academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, by providing daily enrichment to students. This creates more adult:student ratios and differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	$242,458	Y
Action 5	Technology and programs for adaptive intervention programs	Purchasing classroom technology such as student laptops and iPads and programs for blended learning will allow us to provide intervention lessons to students in ELA and math. These programs may include Dreambox, Achieve3000/SmartyAnts and their associated professional	$487,020	Y

		development costs. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content.		
Action 6	Formative assessment programs	If we purchase informal assessment and participation systems (such as GoFormative), we will have daily and weekly data to review in data meetings. We can then use this data to reflect on instruction in smaller cycles and impact instruction for small groups and specific students. Our associate teachers, special education teachers and general education teachers can work to pull small groups.	$3,100	N
Action 7	Student Services Manager	The Student Service Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for Special Education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. Having a point person on the team to track data and support with coaching of teachers will help us stay focused on this subgroup as a priority for the coming years.	$92,698	N
Action 8	LAS Links administration	If we purchase and train our associate teachers to proctor LAS Links (Spanish language proficiency) to measure spanish language development our teachers will have data to know where their students all land in terms of language development. They can then modify lessons or better integrate language learner strategies in specific Spanish language or content area lessons.	$3,492	N

Goal 3

Goal #	Description
3	Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community. (1C,3A,3B, 5A, 5B, 5C, 6A, 6B, 6C, 7, 8)

An explanation of why the LEA has developed this goal.

Our Dashboard, internal data and observations, and family input indicate that student engagement is an area to address. Based on the school Dashboard, Chronic Absenteeism is an area to improve. Additionally, our internal tracking systems show that while overall attendance goals are regularly met, there is a select group of students who we need to target and engage for attendance, particularly in the upper

grades. A 3rd party independent survey given twice during the school year has also indicated that while teacher-student relationships are strong, student engagement is an area of growth. Only 57% of 4th and 5th grade students responded favorably and only 50% of 6th grade students responded favorably. Almost 1.5 years of distance learning due to the COVID-19 pandemic has led to some students reporting that they are feeling disengaged with school despite knowing their teachers care for them. Students need to rediscover the joy in school once more and a focus on their social emotional well being in addition to academics will help us accelerate learning for them longer term. Additional staff and training is needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in decision making* Sign-in sheets/survey counts	57% survey response. No baseline (sign in sheet) parents/guardian participation LCAP meetings				At least 70% of parents/ guardians will participate in the post Annual Family-School Relationships survey. Parent/guardian attendance at LCAP meetings will increase year over year.
Parent participation in programs for unduplicated pupils* Sign-in sheets and training dates	No baseline				At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class
Average daily attendance rates as of **May 2nd** (P2)	19-20 data (due to pandemic closure)				

	ALL 88% ELs 88.83% SES on red 88.46%				Attendance rate of ≥ 95% for All students Attendance rate of ≥ 95% for ELs Attendance rate of ≥ 95% for low SES
Chronic Absenteeism rate as of **May1st** (Voices chronic absenteeism tool)	19-20 data (due to pandemic closure) All -13.3% Chronically absent on CA Dashboard EL - 10,9% Chronically absent on CA Dashboard Hispanic - 13.6% Chronically absent on CA Dashboard Socioeconomically Disadvantaged - 13.8% Chronically absent on CA Dashboard				All <10% chronically absent per Voices chronic absenteeism tool EL <10% chronically absent per Voices chronic absenteeism tool Hispanic <10% chronically absent per Voices chronic absenteeism tool Socioeconomically Disadvantaged <10% chronically absent per Voices chronic absenteeism tool
Middle School Dropout Rate as of **May 1st**	0%				Voices will maintain a middle school dropout rate of ≤2%
Percentage of Student Suspended as of **May 1st** (PowerSchool)	As of 19-20 All - 0.1%				Maintain a low student suspension rate of ≤5% for all students

Student Expulsion Rate as of **May 1st**	0%				Maintain a low expulsion rate of ≤1%
Panorama Post Student Supports + Environment Survey Percentage of students grades 4-8 responding favorably to survey Sense of Belonging section*	68% of students grades 4th-5th responded favorably 57% of students grades 6th-8th responded favorably				At least 70% of students respond favorably
Panorama Post Family-school relationships survey data (School Safety question)*	88% of parents/guardians responded favorably				At least 80% of parents/guardians will respond favorably to the school safety survey question
Broad course of study provided to all students, including unduplicated pupils (as measured by report card)*	100%				100%
Walk-through Safety Tool*	At least 4 walkthroughs per year				At least 4 walkthroughs per year

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Middle School Engagement	Voices will hire two middle school enrichment/specials teachers to provide Advisory and social emotional tools to middle school students and to teach engaging specials courses such as art, advisory, physical education, etc. Based on Voices anual SEL surveys and parent input,	$152,498	N

		middle school students in particular need this focus after almost 1.5 years of distance learning.		
Action 2	Dean of Culture	Voices will hire and retain a Dean of Culture that promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional Curriculum and oversee enrichment programs at the school for K-7.The Dean of Culture will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students	$90,029	Y
Action 3	Enrichment Activities and AdvisoryCurriculum	Voices will purchase enrichment activities and supplies for students and a SEL curriculum for all students. This includes CCSS aligned arts enrichment curriculum licensing and materials, as well as physical activity programs such as Playworks or dance enrichment and ToolBox Curriculum. Advisory will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas	$5,800	N
Action 4	Engaging Supplemental Technology	Voices will purchase programs to be used by students and teachers which promote student participation and engagement regardless of virtual or in-person instruction. These programs for purchase, such as NearPod, or PearDeck premium, will allow teachers to continue to use engagement strategies from 20-21 in class. We will also build on the success of distance learning by continuing to integrate these programs for all students.	$1,359	N
Action 5	Facility Maintenance	Voices will maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly, and be available for any resurgence of the COVID-19 virus. We will continue to maintain our facility in good repair. Identified issues or needs will be tracked via the wok order process and will be completed in a timely manner	$853,425	N
Action 6	Admin Support Staff	School staff conduct regular walk-throughs of the school facility and assure repairs are made in a timely manner. The Business Clerk will concentrate time on school attendance and reporting.	$131,584	N

Goal 4

Goal #	Description

4	Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction. (Priority 1A, 6C)

An explanation of why the LEA has developed this goal.

We serve a traditionally underserved a low-income, Latino and English Learners student population. This group has been hit particularly hard with COVID-19 pandemic related learning loss. While we were able to provide a strong virtual and hybrid program in 2020-21, research and our own internal data has shown that students did not make great growth. In particular, our K-1 students have faced challenges in literacy instruction online and we expect that we will need highly-trained teachers to support this learning loss. We want to make sure our teachers have the mindset, will and skill necessary to tackle the challenges of post-pandemic education and who can help us reach positive student outcomes. Coupled with the California teacher shortage before COVID-19, and that many educators are leaving the profession after a year of distance learning, we foresee a challenge in being able to fill these roles. We know pandemic related learning loss will have an impact on students in the years to come as well, and the more we can develop and retain highly-qualified, mission-driven teachers, the better for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed teachers complete induction program (Voices BTSA list)*	100 % Eligible Teacher complete induction program within eligibility period				100 % Eligible Teacher complete induction program within eligibility period
Percentage of properly credentialed teachers (SAmRC)*	100% teachers with appropriate permit or waiver credential				100% teachers with appropriate permit or waiver credential

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction Program	Continue to implement the induction program for new teachers.	$17,500	N
2	Credential Monitoring	Continue to review teacher assignments each quarter, to ensure that they are appropriately credentialed	$16,776	N

3	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	$776,601	N
4	Summer Professional Development	If we provide high-quality summer training on our academic program and mission/vision, our teachers will have the skills and a clear why as to the work. This will set them up for a strong start with students in the fall, and coaches can return to this training as a foundation for coaching teachers.	$5,520	Y
5	School Leader Training	If we train our school leaders in English Learner practices and support them in implementation, they will be better equipped to coach teachers in English learner strategies.	$2,825	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27%	$808,700

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs

In reviewing the 2019 ELA and Math performance of our English learners and socioeconomically disadvantaged students, we find that there is not any data available. We had low performance in 2019 on the English Learner Progress Indicator, with 36% of students making progress towards English language proficiency.

Actions

Based on a review of data, we have designed the 2021 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have planned for extensive professional development in English language acquisition strategies and data analysis for both teachers and school leaders. We have selected a variety of curricular and instructional resources, supported by appropriate technology and staff to implement, that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance skills. This is coupled with a comprehensive assessment system including benchmark assessments and formative assessment programs that monitor student progress towards meeting grade level standards and informs our comprehensive system of academic support. The academic support begins with small class sizes supplemented with Associate Teachers further reducing the student to teacher ratios in our primary grade classrooms and allowing for more individualized attention and instruction for students. Leaders receive professional development in order to be well prepared to meet the needs of our highest need students. All of our teachers receive coaching support and professional development to ensure they can use the most effective teaching strategies for our highest need students.

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training

Goal 1, Action 2 ELPAC administration

Goal 2, Action 2 Standards Aligned Core Curriculum

Goal 2, Action 3 Staff Coaching support

Goal 2 , Action 4 Associate teachers

Goal 2, Action 5 Technology and programs for adaptive intervention programs

Goal 4, Action 4 Summer Professional Development

Goal 4, Action 5 School Leader Training

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, and Reclassification rates. Current targets aim growth within the next two years for both ELA and Math (see expected outcomes in Goal 1), and growth in the English Learner Progress Indicator to 55% and to increase our reclassification rate to 12%. We plan to use interim assessment data to gauge progress throughout the year on multiple subgroups including foster youth, language learners and low income students.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students had a suspension rate in the Blue level and our English Learners in the Yellow level. Our Chronic Absence rate was in the Yellow level for both groups.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include providing a Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional Curriculum and oversee enrichment programs at the school for K-8. The Dean of Culture will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students.

Goal 3, Action 2 Dean of Culture

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Voices school community. We will also measure progress toward a high attendance and low chronic absenteeism (see above).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Voices is increasing services for foster youth, English Learners, and low-income students 27% through the following actions:

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training $7,606 = 0.31%

Goal 1, Action 2 ELPAC administration $2,000 = .08%

Goal 2, Action 2 Standards Aligned Core Curriculum $2,900 =0.12%

Goal 2, Action 3 Staff Coaching support $127,571 =5.17%

Goal 2 , Action 4 Associate teachers $93,528 =3.79%

Goal 2, Action 5 Technology and programs for adaptive intervention programs $477,020 =19.32%

Goal 4, Action 4 Summer Professional Development $5,520 =0.22%

Goal 4, Action 5 School Leader Training $2,825 =0.11%

Goal 3, Action 2 Dean of Culture $90,029 =3.65%

Total =32.77%

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,449,332	$ 261,868	$ -	$ 450,992	3,162,191	$ 2,179,470	$ 982,721

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training		$ 7,607	$ -	$ -	$ 900	$ 8,507
1	2	ELPAC administration		$ 2,000	$ -	$ -	$ -	$ 2,000
2	1	Benchmark Assessment Licenses and Scre		$ -	$ -	$ -	$ 22,555	$ 22,555
2	2	Standards Aligned Core Curriculum		$ 2,900	$ -	$ -	$ 8,500	$ 11,400
2	3	Staff Coaching support		$ 127,571	$ -	$ -	$ 107,473	$ 235,044
2	4	Associate teachers in grades K-4 (Title I)		$ 93,528	$ 47,516	$ -	$ 101,414	$ 242,458
2	5	Technology and programs for adaptive inter		$ 477,020	$ -	$ -	$ 10,000	$ 487,020
2	6	Formative assessment programs		$ -	$ -	$ -	$ 3,100	$ 3,100
2	7	Student Services Manager		$ -	$ -	$ -	$ 92,698	$ 92,698
2	8	LAS Links administration		$ -	$ -	$ -	$ 3,492	$ 3,492
3	1	Middle School Engagement		$ -	$ 152,498	$ -	$ -	$ 152,498
3	2	Dean of Culture		$ 90,029	$ -	$ -	$ -	$ 90,029
3	3	Enrichment Activities and AdvisoryCurriculu		$ -	$ -	$ -	$ 5,800	$ 5,800
3	4	Engaging Supplemental Technology		$ -	$ -	$ -	$ 1,359	$ 1,359
3	5	Facility Maintenance		$ 832,600	$ -	$ -	$ 20,825	$ 853,425
3	6	Admin Support Staff		$ 131,584	$ -	$ -	$ -	$ 131,584
4	1	Induction Program		$ -	$ -	$ -	$ 17,500	$ 17,500
4	2	Credential Monitoring		$ -	$ -	$ -	$ 16,776	$ 16,776
4	3	Highly qualified teachers		$ 676,148	$ 61,854	$ -	$ 38,599	$ 776,601
4	4	Summer Professional Development		$ 5,520	$ -	$ -	$ -	$ 5,520
4	5	School Leader Training		$ 2,825	$ -	$ -	$ -	$ 2,825

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Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 809,000	$ 1,084,803
LEA-wide Total:	$ 799,393	$ 1,074,296
Limited Total:	$ 9,607	$ 10,507
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training	Limited	English Learners		$ 7,607	$ 8,507
1	2	ELPAC administration	Limited	English Learners		$ 2,000	$ 2,000
2	1	Benchmark Assessment Licenses and Scre	LEA-wide			$ -	$ 22,555
2	2	Standards Aligned Core Curriculum	LEA-wide	English Learners, Foster Youth, and Low Income		$ 2,900	$ 11,400
2	3	Staff Coaching support	LEA-wide	English Learners, Foster Youth, and Low Income		$ 127,571	$ 235,044
2	4	Associate teachers in grades K-4 (Title I)	LEA-wide	English Learners, Foster Youth, and Low Income		$ 93,528	$ 242,458
2	5	Technology and programs for adaptive inter	LEA-wide	English Learners, Foster Youth, and Low Income		$ 477,020	$ 487,020
3	2	Dean of Culture	LEA-wide	English Learners, Foster Youth, and Low Income		$ 90,029	$ 90,029
4	4	Summer Professional Development	LEA-wide	English Learners, Foster Youth, and		$ 5,520	$ 5,520
4	5	School Leader Training	LEA-wide	English Learners, Foster Youth, and		$ 2,825	$ 2,825

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Coversheet

Public Hearing: Voices West Contra Costa 21-22 Revised LCAP as SPSA

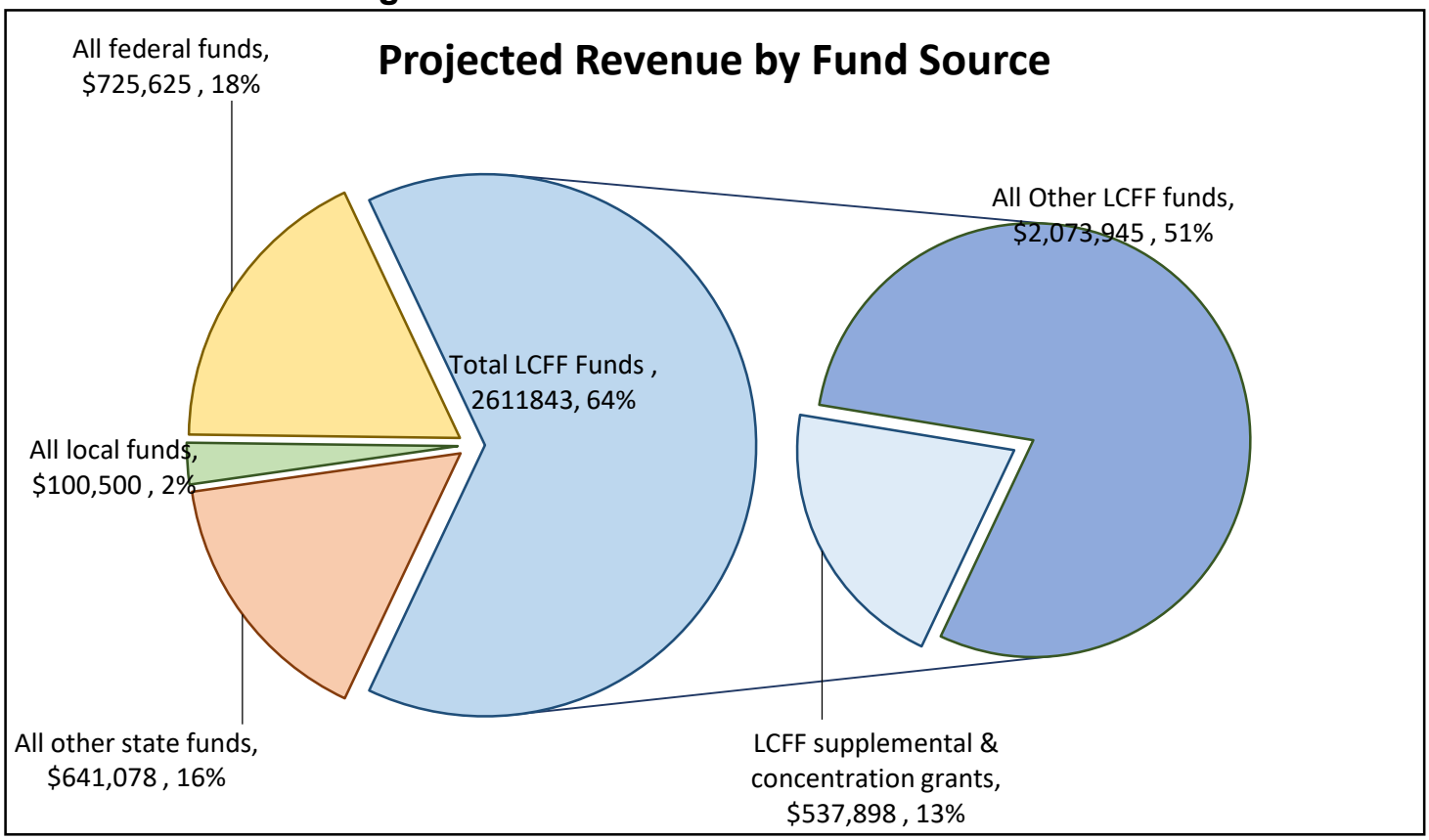
Section: III. Public Hearings for Revised 2021-2022 LCAP as SPSA
Item: D. Public Hearing: Voices West Contra Costa 21-22 Revised LCAP as SPSA
Purpose: Discuss
Submitted by:
Related Material: LCAP_SPSA_WCC_2021_Merged.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at West Contra Costa
CDS Code: 7617960136903
School Year: 2021 – 22
LEA contact information: Catherine Barron, 408-791-1609, cbarron@voicescharterschool.com

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

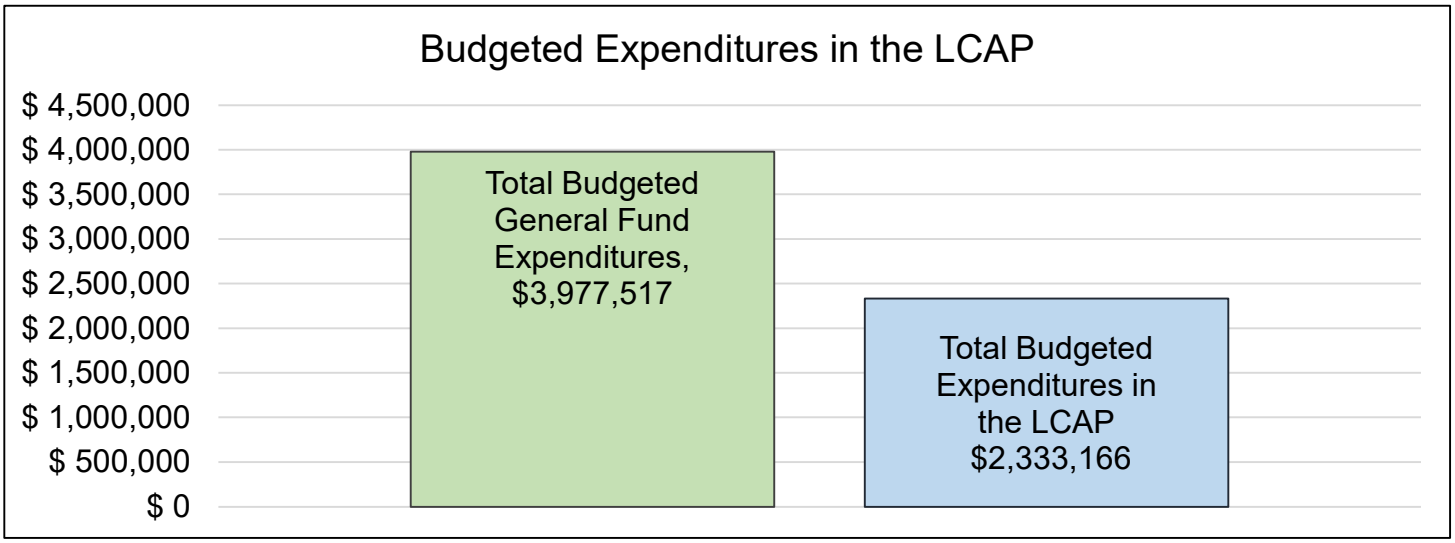


This chart shows the total general purpose revenue Voices College-Bound Language Academy at West Contra Costa expects to receive in the coming year from all sources.

The total revenue projected for Voices College-Bound Language Academy at West Contra Costa is $4,079,046.00, of which $2,611,843.00 is Local Control Funding Formula (LCFF), $641,078.00 is other state funds, $100,500.00 is local funds, and $725,625.00 is federal funds. Of the $2,611,843.00 in LCFF Funds, $537,898.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Voices College-Bound Language Academy at West Contra Costa plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Voices College-Bound Language Academy at West Contra Costa plans to spend $3,977,517.00 for the 2021 – 22 school year. Of that amount, $2,333,166.00 is tied to actions/services in the LCAP and $1,644,351.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

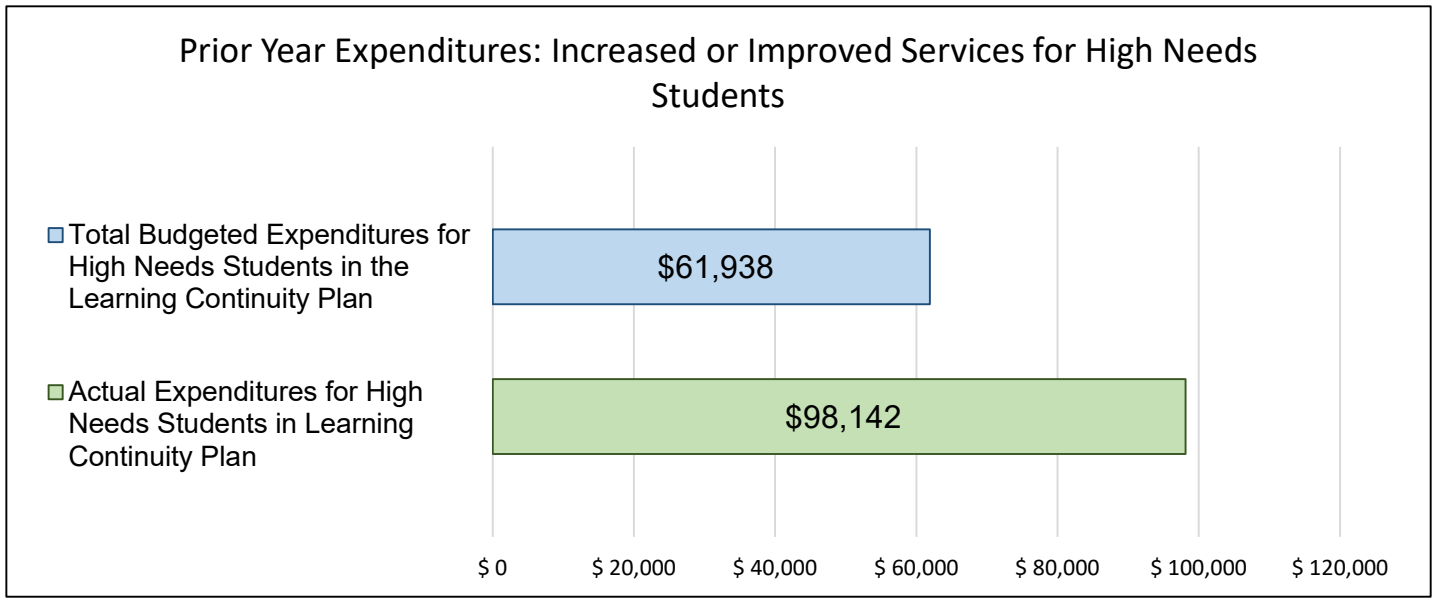
insurance, CMO services, special education staff and contractors, oversight fees, food services, equipment leases, communications, field trips, staff appreciation expenses, and office supplies

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Voices College-Bound Language Academy at West Contra Costa is projecting it will receive $537,898.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at West Contra Costa must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at West Contra Costa plans to spend $538,691.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Voices College-Bound Language Academy at West Contra Costa budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Voices College-Bound Language Academy at West Contra Costa estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Voices College-Bound Language Academy at West Contra Costa's Learning Continuity Plan budgeted $61,938.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at West Contra Costa actually spent $98,142.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language at West Contra Costa	Brittany Erway (Principal)	berway@voicescharterschool.com (510) 480-0540

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Voices Academy will recruit, develop, hire, and maintain highly qualified teachers that will deliver high quality Common Core standard based instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
100% of teachers are appropriately assigned and hold CA a teaching credential or permit.	100% of teachers were appropriately assigned and hold CA teaching credential or permit, per requirements set by the California Commission on Teacher Credentialing.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Network staff will conduct credential review as part of the teacher hiring process and support our teachers' credentialing needs and conduct annual review of teacher assignments to ensure compliance and support our teachers for their credentialing needs. .35 FTE HR Specialist Salary + Benefits	$14,337 Total $12,000 (a) $2,337 (b) LCFF S/C (a) (b) Object Code (a) 1000's, (b) 3000's	$4,496 Total $4,125 (a) $371.00 (b) LCFF S/C (a) (b) Object Code (a) 1000's, (b) 3000's
Provide a competitive salary to attract and retain high quality teachers. Certificated Personnel Salary + Benefits	$493,980 Total $413,472 (a) $80,508 (b) LCFF Base, Title l, EPA Object Code: 1000s (a), 3000s (a)	$337,4224 Total $304,893 (a) $32,893 (b) LCFF Base, Title l, EPA Object Code: 1000s (a), 3000s (a)
Provide coaching support to teachers in the classroom. .5 FTE Academic Coach salary + Benefits	$44,625 Total $37,352 (a) $7,273 (b) LCFF S/C (a) (b) Budget Code: 1000s (a), 3000s (b)	$74,527 Total $64,630 (a) $9,897 (b) LCFF S/C (a) (b) Budget Code: 1000s (a), 3000s (b)
Provide Beginner Teacher Support & Assessment ("BTSA") induction for qualified teachers.	$7,000 Total LCFF S/C Object Code: 5300	$7,000 Total LCFF S/C Object Code: 5300

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

NA

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions and services were implemented as planned. Our coach and principal were able to provide teachers support and deliver weekly professional development. This professional development was focused around developing teachers' content knowledge in ELA and math standards.

Coaching and professional development continued even during COVID-19 distance learning. Teachers continued to receive weekly coaching sessions and regular feedback on their virtual teaching. In teacher surveys during distance learning, teachers reported feeling supported by their principal and coach.

Goal 2

Improve students proficiency and growth in key content areas, school-wide and for all subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The percentage of students performing proficient on the CAASPP-ELA and Mathematics will increase: 3 percentage points from prior year	CAASPP/SBAC was suspended, therefore results were not available for the 2019-20 school year due to the COVID-19 pandemic. **Interim Assessment Results** **March 2020** Voices administered math and ELA benchmark interim assessments in 2019-20 before COVID-19 related school campus closures. - In benchmark 1 we had 1.7% of students proficient in ELA and 2% of students were proficient in ELA in benchmark 2. This was a growth of .3 percentage points. There was no benchmark 3 data due to COVID-19 school related closures and issues

	with remote testing of Spring 2020 during a pandemic. - In benchmark 1 we had 31% of students proficient in math and 60% of students were proficient in math benchmark 2. This was a growth of 30 percentage points. There was no benchmark 3 data due to COVID-19 school related closures and issues with remote testing of Spring 2020 during a pandemic.
The percentage of students meeting their growth targets on the MAP Reading and Mathematics assessment will increase: 2 percentage points from prior year	MAP results not available for 2019-20 school year due to COVID-19 pandemic school closures. MAP administration suspended.
100% of students will have access to standards-aligned materials	100% of students have access to standards-aligned materials such as EL Education curriculum and Eureka Math curriculum.
100% of teachers will receive standards-aligned professional development	100% of teachers received standards-aligned professional development, including sessions on standards deconstruction, CCSS shifts and content knowledge developing protocols.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Purchase benchmark assessment licenses (Illuminate, NWEA) for ELA and Math. Illuminate (ELA/Math)-$5.82/student; NWEA (ELA/Math)-$12.50/student PKRS (K only)- $4.06/student + $30 manual.	$5,666 Total LCFF S/C Object Code: 4400	$2,243 Total LCFF S/C Object Code: 4400
Purchase standards-aligned core curriculum and materials ELA curriculum and material costs	$26,774 Total LCFF S/C Object Code: 4400	$8,726 Total LCFF S/C Object Code: 4400

One time cost of $3,638 (books), $320 (teacher manual per grade (2nd-3rd)		
Purchase classroom technology including laptops, ipads, and projectors needed for blended learning. Dreambox-$22.50 per student Achieve3000-$42 per student +$290 school site fee +$2,695 for Professional Development Smarty Ants-$4,545	$22,258 Total LCFF S/C , DOE Object Code: 4400	$27,434 Total LCFF S/C , DOE Object Code: 4400
Provide standards-aligned professional development and planning time (IPP) for teachers .3 FTE Principal Salary + Benefits	$32,902 Total $27,540 (a) $5,362 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	$27,218 Total $24,546 (a) $2,672 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

na

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The services and actions were implemented as planned. Voices believes in data-driven instruction and we have a summer kindergarten screener and three annual benchmark cycles that help Voices teachers modify instruction and meet student needs. We allocated funds to purchase curriculum, assessments, technology, learning platforms and professional development to support teacher development in their content knowledge, data analysis, reflection and instruction. During Voices data analysis, we break down results for subgroups such as Students with Special Needs and English Learners with the principal serving as a model for how to do this. Teachers consider student needs in planning for whole group reteach and small group support. Voices' priority in 20-21 was to launch a new ELA curriculum and build teacher content knowledge in ELA through training and coaching. The curriculum is especially aligned to our model of inclusive education and differentiation as it includes support for English Learners and students with special needs. All of Voices initiatives were fully implemented from August - mid-March with some small adjustments after the COVID-19 related school closures.

Voices purchased licenses for Illuminate, PKRS, and NWEA MAP in ELA and Math to track student proficiency and growth. Voices also purchased Dreambox, Achieve3000/Smarty Ants and classroom technology to supplement learning in both in-person and distance learning classrooms. Additionally, Voices purchased ELA curriculum (EL Education) and teachers had online and physical access to curriculum guides. Teachers responded favorably to the new curriculum and as a result there was stronger teacher and student engagement in ELA lessons.

Voices' benchmark assessments allowed us to respond to student needs throughout the year and modify instruction. The pandemic-related school closures caused us to reevaluate our technology, particularly in grades K-1 where additional Chromebooks were purchased. A total of 163 internet hotspots were purchased and distributed in the Spring of 2020 to our families. A success in distance learning was that the online adaptive learning platforms that we purchased in Achieve3000 and Dreambox were utilized by students and families at home.

The coach and principal-in-training were able to provide strong standards-aligned coaching to key grades throughout the year and a focus on data meetings led to strong results in benchmark 2. For example, from benchmark 1 to benchmark 2, the percentage of first grade students proficient increased by 59 percentage points in math. In benchmark 2 we also had 84% of our kindergarten students proficient on their math interim assessment.

The onset of COVID-19 and the suspension of in-person instruction posed some challenges that led to creative ideas to support student growth. We were not able to complete our third round of assessments as we prioritized instruction and were still determining the best ways to proctor our interim assessments via Zoom due to the COVID-19 school closure in March. We were able to collect end-of-year data on key standards from the final units of instruction in math in grades TK-3. This information was then used to plan for accelerated learning and to close unfinished learning in 21-22. We did continue to support teachers with virtual coaching and virtual professional development that was focused on data analysis, standards deconstruction, intellectual preparation and planning/instruction. Teachers continued to teach math and language arts standards four days a week with one day for professional development. One challenge we encountered was needing to take our Eureka and EL Education curriculum and turn it into a virtual curriculum. Both Eureka and EL Education provided guidance to varying degrees. With the support of network staff, teachers were able to modify pacing calendars and work across our network to create virtual lessons based on the original lessons. All books were scanned and students still had access to reading complex texts online. Additionally, teachers held office hours for all students so they could check in one-on-one with students in all subgroups.

Goal 3

Voices Academy instructional strategies, interventions and support services will be designed to support ELs and other struggling subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The percentage of EL students making annual progress in learning English as measured by ELPAC will increase at least 2 percentage points up from the prior year.	ELPAC was suspended in 2019-20 due to COVID-19 Pandemic.
The percentage of EL students reclassified to Fluent English (RFEP) annually will increase by at least 2 percentage points up from the prior year.	ELPAC was suspended in 2019-20 due to COVID-19 Pandemic.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Adaptive technology based, standards based reading and math program licenses will be purchased for in-class and intervention personalized learning opportunities. Purchase Achieve3000, a setup charge of $290 + $42 per license, Smarty Ants, set up charge of $4,545. Purchase DreamBox, a flat fee of $6,875.	$9,878 Total LCFF S/C Object Code: 4400	See goal 2
Purchase LAS Links licenses to measure Spanish Language development. ($6.50 per student (K-8th)	$1,099 Total LCFF S/C Object Code:5882	$1,067 Total LCFF S/C Object Code:5882
Associate Teachers conduct summer ELPAC testing for ELs.	$800 Total $800 (a) LCFF S/C (a) Object Code: 2000s (a)	$582 Total LCFF S/C (a) Object Code: 2000s (a)

Principal will manage leadership, intervention services and student performance. .2 FTE Principal Salary + Benefits	$21,935 Total $18,360 (a) $3,575 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	$18,145 Total $16,364 (a) $1,781 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)
The Parent Liaison will coordinate all services for special populations (504, SPED, SST, truant, etc.) .3 FTE Parent Liaison Salary + Benefits	$24,641 Total $20,625 (a) $4,016 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)	$15,817 Total $ 14,232(a) $1585(b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COIVD-19 summer ELPAC testing was cancelled. However, Associate Teachers were still trained on ELPAC, prior to notice of cancellation.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions and services were implemented as planned. Adaptive technology licenses were purchased for SmartyAnts/Achieve3000 and Dreambox. Dreambox is used as an intervention program for math. These technologies were particularly useful as a way to provide differentiated and leveled support during distance learning to all students and subgroups in the Spring of 2020 (COVID-19 pandemic school closures).

Associate teachers were trained as ELPAC proctors but due to COVID-19 related school closures, ELPAC was not administered in Spring 2020. LAS Links (Spanish language proficiency assessment) licenses were purchased for the year. However, due to COVID-19 pandemic school closures, testing for LAS links did not occur in 2019-20 as Voices opted to place the highest priority on instruction and we were still figuring out systems for shifting all assessments to a virtual setting. We decided to prioritize small formative math and early literacy assessments instead so we could focus less on testing and more on responding to data for accelerated learning and small group support in 2020-21, as recommended by external academic partners.

The principal managed leadership, intervention services, 504s and Special Education staff and ELD support and reviewed and responded to student performance data throughout the year. The coach supported with SST processes across the school.

Moving to distance learning in the Spring posed some challenges in our goals, as we had to quickly determine how to provide services for all students with special needs. Network support worked with our Education Specialist to set up all student services in a quick turnaround. IEPs for students with special needs were moved into Zoom settings and our school administration supported IEP teams as they shifted strategies to distance learning. Our SSM continued to have Student Support Team meetings with parents during distance learning, and students with SSTs continued to be observed per our intervention model.

Based on internal data, we have strengths in math with an area of growth in ELA and reading. However, supporting English Learners in both ELA and Math is an area to target as our data indicates English Learners performing at averages lower than our reclassified or English-only students.

Goal 4

Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they can participate fully in student learning and the school community.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
At least 75% of parents will report on the annual parent survey that the school takes actions to ensure their child's safety	97% of parents surveyed on the annual parent survey agreed that the school took actions to ensure their child's safety
Maintain a low student suspension rate of ≤5%	The suspension rate for 2019-20 is 0%
Maintain a low expulsion rate of ≤2%	The expulsion rate for 2019-20 is 0%
Voices will maintain an attendance rate of ≥ 95%.	The attendance rate for 2019-20 was 95.6%.

Voices will maintain a middle school dropout rate of ≤2%	Goal met. 0% middle school drop out rate.
There will be a decrease in the percent of students that report feeling unsafe at school as compared to the prior year student survey.	Student survey not administered due to COVID-19 school closure
There will be an increase in the percent of students that report school is a positive experience as compared to the prior year survey data.	Student survey not administered due to COVID-19 school closure
80% of stakeholders will respond to the annual satisfaction survey	88% of stakeholders responded to the annual satisfaction survey.
90% stakeholder rate school satisfaction overall with a grade of a C or better on annual satisfaction survey	95% of stakeholders rated school satisfaction overall with a grade of a C or better on annual parent survey
Parents have access to school information (LCAP, agendas, etc) in English and Spanish so they can fully participate as school decision makers.	100% of parents had access to school information in Spanish and English and the opportunity to fully participate as decision makers.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Custodians will maintain a clean and safe school facility and environment for students and adequate supplies will be provided. .5 FTE Custodian Salary + Benefits +Supplies	$20,363 Total $14,430 (a) $2,810 (b $3,123 (c) LCFF S/C (a) (b) © Object Code: 2000s (a) 3000s (b) 4000s(c)	$12,097 Total $8,942 (a) $1,068 (b $2,087 (c) LCFF S/C (a) (b) © Object Code: 2000s (a) 3000s (b) 4000s(c)
Voices will provide a modern and suitable facility for students with all the amenities and safety components expected for	$19,200 Total $3,221 (5920)	$63,334 Total

implementation of our charter school program and maintain facility in good repair. Facility payment and Maintenance	$164 (5501) $15,815 (5601) LCFF S/C Object Code: 5000s	LCFF S/C Object Code: 5000s
School staff conduct regular walk-throughs of Charter School facilities and assure repairs are made in a timely manner. .2 FTE Business Manager Salary + Benefits	$13,521 Total $11,317 (a) $2,204 (b) LCFF S/C (a) (b) Object Code 2000s (a), 3000s (b)	$12,394 Total $11,160 (a) $1234 (b) LCFF S/C (a) (b) Object Code 2000s (a), 3000s (b)
The Parent Liaison will promote an engaging, positive, and safe school culture and environment and execute a character development program. .2 FTE Parent Liaison Salary + Benefits	$10,856 Total $8,250 (a) $1,606 (b) $1,000 © LCFF S/C (a) (b) © Object Codes: 2000s (a), 3000s (b) 5800 (c)	$10,544 Total $9,488 (a) $1,056(b) LCFF S/C (a) (b) © Object Codes: 2000s (a), 3000s (b) 5800 (c)
The Parent Liaison will concentrate time on school attendance and reporting. 0.3 FTE Parent Liaison Salary + Benefits	$14,785 Total $12,375 (a) $2,410 (b) LCFF S/C (a) (b) Object Reference: 2000s (a) 3000s (b)	$15,817 Total $14,232 (a) $1,585 (b) LCFF S/C (a) (b) Object Reference: 2000s (a) 3000s (b)
Principal time will be spent managing leadership, parent involvement and student culture. .2 FTE Principal Salary + Benefits	$21,935 Total $18,360 (a) $3,575 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)	$18,145 Total $16,364(a) $1,781 (b) LCFF S/C (a) (b) Object Code: 1000s (a), 3000s (b)
Contract services and/or purchase enrichment activities and supplies for students. Including CCCS aligned arts enrichment curriculum licensing and	$8,500 Total LCFF S/C Object Code: 5800	$4,497 Total LCFF S/C Object Code: 5800

materials, as well as, physical activity programs. Art in Action $4,000 Handwriting w/o Tears $10 per student		
Purchase annual parent independent survey services. Columbia Teachers College $600 + $2 per parent	$1,598 Total LCFF S/C Object Code: 5800	$500.00 Total LCFF S/C Object Code: 5800
Hold a minimum of 4 parent workshops per year and provide child care and incentives.	$571 Total $480 (a) $93 (b) LCFF S/C (a) (b) Object Code: 2000s (a), 3000s (b)	Child care was not needed
Provide translation services for written materials.	$2,000 Total LCFF S/C Object Code: 5800	Translation services not need (done internally)

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Paid translation services were not needed because staff was able to provide inhouse.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions and services for this goal were mostly implemented as planned before the school was shuttered due to the COVID-19 pandemic. Students benefited from enrichment classes. Our facilities are equipped with all the amenities and safety components expected for the implementation of our charter school program. Our custodian and Business Manager worked diligently to make sure the school grounds were maintained clean and safe for our assigned essential workers who needed to be on campus while students were assigned to virtual learning. These essential workers included office and administrative staff, custodians and food service workers.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) and disinfectant supplies to support health and safety measures and sanitation of classrooms and school offices.	$4,906	$26,596	N
Purchase of additional curriculum to support all teachers teaching ELD.	$2,152	$	Y
Purchase of interim assessments/diagnostics math assessments (Achievement network)	$10,267	$8,558	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Voices also expended $7,600 for an annual subscription to Parent Square, an app utilized for school to parent communication and for staff and parents to conduct daily wellness checks prior to entering the Voices campus.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Voices created a gradual ramp up model that transitioned into our hybrid plan for in-person instruction once COVID-19 cases in our communities were down, state bills mandated in-person instruction and vaccines were more widely available to educators. We were able to bring our first group of students back on campus in mid-April of 2021 which was our Kindergarten and 1st grade students, at 50% capacity following an A/B Hybrid Model. This meant each group of students had 2 days on campus with 3 days off-campus for asynchronous and synchronous instruction (continued distance learning).

Voices conducted a successful training program that included sessions on COVID-19 safety measures, revision of new or adapted operations procedures, hybrid instructional schedules and vision for culture,

hyflex strategies for our instructional blocks, Special Education procedures and requirements, and socio-emotional learning and supports for students. Voices' training program started 3 weeks before our return date of April 12. Teachers had a minimum of two full days for planning instruction and setting up their classrooms. Feedback was positive with teachers reporting they felt safe and understood the rationale for returning for in-person instruction.

The operations leadership team was successful in setting up classrooms and campus stations with personal protective equipment and disinfectant supplies. All classrooms were set up to follow social distancing guidelines. All staff members and students have access to PPE as needed. School campus is cleaned and sanitized daily and deep cleaned once a week. Per our Safety Plan, Staff members were brought on campus safely to practice protocols. Additionally, Voices purchased a parent communication system called Parent Square which we were able to use as our COVID 19 tracker. All parents and staff complete a Wellness survey on Parent Square prior to coming to or bringing students on campus.

Voices' 2nd-3rd grade teams followed the K-1 teams, attending all trainings and having similar planning sessions. Per our Bridge Plan, they returned a few weeks after our K-1 team and only since conditions were assessed as safe to do so.

In addition to the supply of PPE that was provided by the state, it is replenished as needed. Plexiglass barriers were also purchased and placed throughout the main office and classrooms to provide additional safety for our students and staff.

Our in-person instructional offering includes ELD (English Language Development) instruction 4 days a week. Every TK-4 teacher received 5 days of training in ELD this year and thus curriculum had to be purchased to support all teachers. Curriculum included teacher-facing manuals as well as student materials. In previous years, English learners switched classrooms per their English proficiency levels. As mixed cohorts were not allowed per our safety guidelines, we had mixed proficiency groupings for ELD. A challenge that came up during in-person instruction was how teachers could best support "Group C". Group C is Voices 100% distance learners due to parent choice. Teachers requested support for teaching these students and Voices provided training on hyflex instruction, or simultaneously teaching students online and in-person. Our team provided sample videos of ELD hyflex instruction (in addition to guided reading, math and ELA instruction) and a guidance document for teachers to follow that included technology set-up and tips for student engagement.

Our students were excited to be on campus for in person learning. Voices students who logged in via Zoom for key parts of the day were also re-energized to do their distance learning. Teachers reported feeling this joy again due to having students present in person.

Voices purchased interim assessments at the beginning of the 20-21 school year. We were able to find ways to administer Achievement Network Interim Assessments with our distance learning program for the Fall of 2020 and Winter of 2021 in grades 2nd through 4th. Teachers unpacked the assessments prior to administration as part of their content development and feedback from these PDs was positive. Teachers and the leadership team analyzed student results each benchmark during Voices' Results

Oriented Cycle of Inquiry. Only 2nd grade will use Achievement Network assessments in Spring of 2021, per our regular assessment calendar, as other grades will use Illuminate or MAP/NWEA They will be done in-person.

Other interim assessments purchased for in-person instructional offerings also served us well in our distance learning program. Voices was able to successfully pilot and fully implement StarCBM and Star Early Literacy via remote testing. Teachers used student results to address early literacy gaps in virtual instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Zoom for teacher accounts	$2,160	$1,600	N
Purchase additional devices or technology (e.g., Chromebooks, hotspots, document cameras) for students, teachers and associate teachers to support distance teaching and learning	$10,480	$51,779	Y
Purchase of materials for take home kits and laptop bags for every student	$13,861	$16,044	Y
Mailing costs for work packets to be sent home	$1,000	$445.00	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences in the actions and services identified.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Students in TK-4 received both asynchronous and synchronous learning each day. Voices provided Spanish and English instruction per our dual language model. We were able to use Eureka Math, Achievement First Math, Navigator Literature, EL Education and Systematic ELD curriculum for content-area instruction in a virtual setting by creating guidelines for what online lessons should include. We had to revise our pacing calendars and resources a few times in response to teacher feedback on pacing issues and their challenge to implement a full 60-minute lesson that was created for in-person instruction to a virtual setting. We had 4 days of synchronous instruction with 1 day of asynchronous instruction with associate teachers in grades TK-3 providing small group support on that asynchronous day. Additionally, Voices met and exceeded the required minimum instructional minutes in each grade span in order to fit our model (for example, K-1 had 270 minutes daily of live and asynchronous instruction with the majority of the minutes live) and serve our mission of providing more to students who need more.

English Learners received English Language Development classes 4 days a week from a trained teacher. We continued to provide online reading intervention classes for some of our students as well, who were identified through the Student Services Team process.

All students were given a take-home kit and work packet each month. Teachers compiled materials and our Special Education teachers made differentiated packets or supplemental packets for students with IEPs. Take-home kits included school materials as well as needed manipulatives, novels, texts or handouts. At first these materials were mailed home. Voices then moved to a system to have parents come each month to pick up their supplies and drop off the previous work packet.

We had successes in that we were able to mitigate significant learning loss. Overall, our scores increased year-over-year in ELA proficiency in benchmark 2 (an increase of 19 percentage points). A particular success was our 2nd grade ELA classroom growing from 8% proficient on their ELA interim in the fall to 39% proficient (+31 points) in the winter. There was some loss year-over-year in math overall proficiency (a decrease of 11%), though some grades performed similarly in benchmark 1 and benchmark 2 in 19-20 and 20-21. year. Our first grade and kindergarten students saw double digit increases in the percentage of students proficient in math interim assessments from benchmark 1 to benchmark 2 despite the overall dip in school proficiency.

Access to Devices and Connectivity

100% of all students have access to a chromebook and a device for connectivity. Voices surveyed families in the summer to find out what was still needed to be able to successfully take part in distance learning. We tracked surveys by family and those that did not respond to the survey received phone calls or home visits. We purchased a total of 120 new chromebooks in addition to what we already had for the 2020-2021 school year. If chromebooks were not working or something broke families were able to trade in for a new one. We purchased 60 hotspots for students that did not have access to the internet. One success that we had was our technology services to troubleshoot with families if they were having trouble connecting. Families who needed additional support were able to schedule appointments for

curbside support. Additional chromebooks were set aside for students in the event chromebook had technical problems.

Pupil Participation and Progress: Voices tracked pupil participation using daily and weekly attendance trackers and recorded into PowerSchool. Teachers, Principal and Parent Liaison used the tracker to keep records regarding student participation and to reach out to families as needed. Voices' Parent Liaison also kept a communication log to track parent communication and interventions that were put in place to support engagement and track progress. Interventions included morning check in prior to Zoom sessions, support in breakout rooms to redirect attention to increase focus, and parent/guardian meetings conducted via phone or Zoom to set and clarify student expectations that the parent/guardian could promote at home). We also had a Special Education services tracker which was maintained by our Special Education department to track services and minutes completed for students with IEPs.

Student academic progress was tracked via Achieve3000/Smarty Ants and Dreambox Learning (our asynchronous applications). We also used SeeSaw (K-1) and Google Classroom (2-4) to post assignments or quizzes, track completion and give students feedback.

Teachers were able to keep students engaged in distance learning by using engaging platforms such as PearDeck or NearPod. This allowed the teacher to build in checks for understanding, practice items or help facilitate group work. Teachers also used the Zoom chat and breakout room features. Students were taught how to use these features to engage with classmates throughout the day.

One challenge we encountered while providing distance learning to our school community was consistent attendance and engagement of students. Contrary to providing in person instruction attendance and engagement often went hand in hand. Several weeks into online learning, we began to notice that attendance on Zoom did not necessarily guarantee that students were engaging with teachers and peers, nor necessarily completing key classroom work, homework, and assessments. As students continued to struggle with engaging online, we saw an increase in chronic absenteeism.

T combat this trend we took two key actions. The first was bolstering our communication and support to parents and we also incentivized attendance and engagement for students. As a charter school network we conducted a parent workshop series around setting up students for success in virtual learning to provide parents with strategies and techniques to improve student's engagement during online learning. Additionally we worked with our teachers to vary their engagement techniques through the use of different online platforms as well as creative classroom management solutions. Each teacher whose attendance and /or work completion was suffering (with the support school leaders) created an incentive and accountability system for students to ensure student completing work and engaging fully were praised and rewarded, while students who failed to do so, were held accountable by staying late for "study hall" to ensure work completion and also have a personal check-in with the teacher so they had an opportunity to share struggles and challenges. These two steps on our part as a school site lead to improvement in attendance and engagement as entered Spring 2021.

Voices tracked student progress informally and formally via assessment where students either completed an online task or showed their white boards to the screen, or a teacher or associate teacher checked in on students in breakout rooms. We also continued our daily exit tickets in math and ELA, and our interim assessments in reading, literacy, math and ELA. Teachers reviewed this data to determine which students needed additional support.

Teachers and the Parent Liaison used ClassDojo to communicate with families as needed about pupil participation. The Parent Liaison also contacted families directly to discuss needed support. Additionally, Voices hosted a virtual parent support event at the start of the year called a Day of Support/Dia de Apoyo and conducted a Network-wide Parent Education session on “Making Technology Work for You”.

Distance Learning Professional Development:

Voices started the year out with a full month of training for new teachers that was focused on culture-building, Voices curriculum and online management strategies. Our returning teachers also had 2 weeks of training and planning that included synchronous sessions about online teaching strategies (how to engage students online, how to set up technology for distance learning, how to teach our curriculum online) and asynchronous modules to learn online teaching platforms (Google Classroom, Pear Deck, GoFormative etc.)

We continued with our weekly teacher professional development focused on understanding standards, Common Core shifts and lesson intellectual preparation. We did a slow introduction of the elements of virtual learning and allowed for small adjustments to daily learning schedules to accommodate teacher/Associate teacher needs and cycles of coaching. Other staff, including associate teachers, were provided trainings as needed.

Voices conducted regular surveys with our staff in order to gauge how supported they were feeling with professional development. On a staff survey one month in virtual learning in October 2020, staff reported finding joy in their work and feeling supported by leadership. Additionally, Voices held focus groups with teachers over the summer to collect input on what types of trainings they needed based on Spring 2020 Distance Learning. They requested more models of online lessons and support with online learning platforms which we did provide. Another action taken based on input were modifying the schedules and instructional elements based on teacher feedback (such as making sure the schedule allowed for Special Education services and enough time for small group work time).

Staff Roles and Responsibilities:

This year Voices trained associate teachers (ATs) for longer periods in the summer. ATs attended classroom management sessions over a few days and our literacy practices. They also participated in online learning strategies trainings and they were able to practice an online lesson along with teachers. We did this in response to staff feedback where associate teachers, teachers and school admin all saw a need for more training of Voices ATs.

Resources were provided to teaching and associate teaching staff, such as a Voices laptop to do their work. We reimbursed for phone and internet use, per our policy. All teachers and associate teachers had daily time to plan their lessons. Teachers had Wednesdays to use for professional development, data analysis, lesson preparation and lesson planning.

Teachers had regular opportunities for feedback via surveys done each quarter. These were opportunities to provide feedback on the experience of virtual teaching in order to modify site training or plans. As a result, professional development and coaching areas were strengthened.

Voices hired a COVID-19 Liaison to support and address COVID-19 related issues and/or concerns. The COVID Liaison implemented and conducted audit safety protocols and staff training with the support of the school site Business Manager. Additionally, the COVID Liaison consistently keeps up with the rapid changes to the state COVID-19 regulations.

Voices made adjustments to school site staff assignments and schedules to support meal distribution, assemble furniture, and prepare and distribute student work packets and supplies. All school site staff were provided COVID-19 safety training which included food safety guidelines. School site support staff and kitchen staff supported with distribution of meals to students through curbside pick up.

Support for Pupils with Unique Needs:

Voices provided designated ELD 4 days per week via distance learning, with all TK-4 teachers trained in strategies and curriculum. We also included best practices for English Learners in our summer training so teachers could use them throughout the year (content and language learning objectives, sentence frames and stems, visuals).

Special Education services were provided 5 days a week for any students with these services based on their IEP. These included the coordination of virtual push-in or full-inclusion services, one-on-one online sessions for Speech and Occupational Therapy (OT) therapy or behaviorists. Voices provided all minutes of service to students.

One challenge we faced was in supporting students in-person even during distance learning. We had planned to have a small in-person cohort open in the winter of 2020 for students who needed additional supports for engagement and who needed one-on-one support per their IEP or Student Support Team plans. We would have followed all guidelines set by the state for small stable cohorts. However, the rise of cases in November/December which moved us into the purple tier meant that we did not move forward with this cohort until Spring of 2021.

Voices teachers and ATs worked with students with unique needs throughout the day in small groups, per our learning model. We used data to make these small groups, which showed our English Learners and Students with Special Needs still needed more support.

Teachers made weekly calls home to parents/guardians and office staff contacted parents/guardians as needed. At the start of the year, students and families who needed more frequent touch points were in contact with school staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase online assessment and learning platforms and/or applications to support distance teaching and learning	$12,922	$17,090	Y
Training Associate Teachers to deliver synchronous and asynchronous instruction and small groups support.	$8,514	$1,887	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences in the actions and services identified.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

A success was the training Voices provided to our teachers in addressing unfinished learning in math and ELA. We did this in our summer training and then throughout the year during teachers' monthly planning days. Teacher feedback was positive on these training sessions around understanding standards and the major work of the grade. Teachers also learned how to prioritize certain standards for accelerated learning rather than remediation, per multiple researched recommendations (including from our partner organizations, Achievement Network). We walked teachers through using the Coherence Map by Achieve the Core in order to understand what gaps might need to be addressed in whole group or small group instruction prior to jumping into a unit in math. We gave diagnostic assessments at the start of the year in order to understand what gaps students were coming in with. A challenge was that in order to not impact instructional days, these assessments were given asynchronously. Teachers ended up spending much more time having to set up the assessment, which interfered with instructional time so these assessments were not done consistently throughout the school year. However, Voices still put much effort, training and coaching into math data meetings. We updated our math weekly data meeting

tracker and provided key grades weekly coaching or comments/feedback using the Google Suite. Weekly data meetings helped each grade level measure learning status, reflect on what worked or did not work in distance learning and make a plan for reteach. Some plans included specific language learner strategies or small group support. We continued to have our interim assessments with our 3-day data-dives with teachers and Education Specialists. Out of those 3-day deep dives into data, our teachers would come up with plans to support students who were behind, including those in subgroups.

We had successes in that we were able to mitigate significant learning loss. There was some loss year-over-year in math overall proficiency (a decrease of 11%), though some grades performed similarly in benchmark 1 and benchmark 2 in 19-20 and 20-21. year. Our first grade and kindergarten students saw double digit increases in the percentage of students proficient in math interim assessments from benchmark 1 to benchmark 2 despite the overall dip in school proficiency. We continued to pull small groups for math reteach and also worked with teachers to develop 2 weeks of reteach plans to fill in gaps before moving on to the next math unit. ELA and Math will continue to be focus as we move forward in 2021-22.

Voices continued to focus on accelerated learning in ELA by providing professional development on text complexity in grade-level texts. We also re-assessed ELA data meetings and noted that they did not happen consistently and there was not much guidance for them. As a result we trained teachers in how to look at student work and create reteach plans for ELA. Teachers provided feedback that our ELA curriculum in grades 2-4 was difficult to navigate in an online setting. We were able to shift our curriculum mid-year when the publisher created “Flex Curriculum” for online or hybrid learning. Teachers responded positively to this change as it meant lessons were easier to navigate throughout the week and resources were created for online settings. In ELA, in certain grades, we actually were able to mitigate learning loss. . Overall, our scores increased year-over-year in ELA proficiency in benchmark 2 (an increase of 19 percentage points). A particular success was our 2nd grade ELA classroom growing from 8% proficient on their ELA interim in the fall to 39% proficient (+31 points) in the winter.

For English Language Development, as previously mentioned, Voices is proud we provided 4 days of designated ELD instruction in distance learning. Teachers were given a pacing calendar, though a challenge was timing. We found that online lessons took longer to deliver than in-person lessons. We also had 15 minutes less for ELD than usual - the reason for that being we were trying to provide a high quality program while trying to balance teacher/parent feedback on screen time. That, coupled with only 4 days a week made for much slower pacing. As a result, teachers tended to get through half the units they normally would in a school year. We are looking at this as a focus in the next year.

For students with special needs, we addressed learning loss in several different ways. While our regular student schedule typically ended by 1:30 or 2:15 pm depending on the grade, special education supports continued after 2:30 pm with students meeting with our school team members or external providers for speech, OT, counseling, etc. On Wednesdays, when most teachers had a full day for planning, our Special Education department continued to teach and meet students for goals sessions. Our associate teachers

also took advantage of this Wednesday planning day to meet with students throughout the day in small groups (whether they had IEPs, SSTs or not).

Voices ATs were trained in foundational literacy skills. They led sight words and fluency instruction in grade TK-3 online while teachers pulled small groups for virtual guided reading in Zoom breakout rooms. Additionally, we used our 19-20 and 20-21 formative assessments to help us make plans to fill in gaps in literacy.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes include the following:

- A high-level SEL PD was conducted for staff in October 2020 to introduce HEARTS Trauma-informed Principles for promoting school and community success. Prior to Hybrid re-entry in April 2021, a more in depth SEL PD covering each of the HEARTS Trauma-informed Principles was covered in detail with examples of how to implement each principle in the Hybrid model with students in person and on screen. This more detailed SEL professional Development was offered in a staggered manner to grade levels K thru 1st, 2nd and 3rd, and 4thh in order for Teachers and ATs to receive grade-level relevant ideas and suggestions of age appropriate implementation.

- Voices selected the Toolbox Project as a supplemental SEL curriculum and leveraged these lessons daily across grades. The Toolbox Project naturally encourages social equity through empathy, understanding, and 12 skills or practices to navigate the complexities of everyday life

- Voices partnered with a third party (Panorama Education) to conduct a pre Teacher and Staff Well-being and Adult SEL survey to measure the professional well-being and capacity of teachers and staff to support every student socially and emotionally. A pre-survey was conducted in the fall of 2020 with an 83% response rate. This strong response rate allowed us to identify areas of strength and areas of opportunity with Teachers and Staff respectfully. A post-survey is being conducted in spring 2021.

- Voices also conducted two pre Student SEL surveys (Student Competency and Wellness, and Student Supports and Environment). These surveys were administered to 4th through 8th grade students. The Student Competency and Wellness survey reflected several areas of strength such as Supportive Relationships and Classroom Effort. The Supports and Environment survey reflected several areas of strength such as Teacher Student Relationships and Rigorous Expectations.

- Voices conducted a Network-wide Parent Education series to stay connected and engage the parent/guardian community on relevant topics given the virtual learning environment. The objective was to provide families/guardians with information to reduce anxiety and stress related to supporting their students at home so parents/guardians felt better equipped. Topics included: Making Technology

Work for You, Feeling Successful as a Parent in the Virtual Learning Setting, Social/Emotional Wellness, Stress Management and Building coping skills for Parents/Guardians, and Building Assets and a Positive Climate at Home.

Voices conducted a Network-wide Family and School Relationships survey for the parent/guardian community to gather actionable data on the following:

School Climate - Perceptions of the overall social and learning climate of the school;

Barriers to Engagement - Factors that can create challenges for families to interact with or become involved with their child's school - area of strength;

School Safety - Perceptions of student physical and psychological safety at school - area of strength and;

Family Support - Families' perceptions of the amount of academic and social support that they provide their child with outside of school - area of opportunity.

Voices previously used hard copy surveys, however, given Voices families had been more exposed to technology given the virtual setting, we opted to implement an online survey which resulted in a 72.6% response rate. This response rate was quite successful given the COVID-19 fatigue parents/guardians were experiencing and results were extremely favorable.

- Voices utilized a tiered approach to address student social emotional and mental health concerns:

- Tier I strategies target all students and most students can be successful with this level of support.
- A Tier l strategy used on a weekly basis is Plaza Comunitaria which teaches and reinforces Voices core values (Si Se Puede Attitude and In Lak'Ech), school-site values (Activism and Scholarship) and character traits and is an opportunity to celebrate successes and build culture. This regularly conducted activity promotes connectedness for students and community building which serves to provide a sense of stability for students. Another example is regular classroom check ins with students to hand out Character Counts! Tickets as a way to acknowledge character traits being promoted.
- Tier II supports are for students that need a little more attention and support. They need adults to know them a little bit better in order to know what adjustments need to be made. Voices Parent Liaison and other school leadership staff took the lead on these actions as the re-engagement team.
    - Tier II strategies included Deans of Culture monitoring attendance and engagement, regular communication with parent/guardian on observations and feedback from Teacher, Morning check ins via phone prior to Zoom session, leveraging break out rooms on Zoom to redirect student to encourage greater ability to focus, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), and SST meetings.

- Tier III supports were needed by a very small fraction of the student population (less than 2%). Students and families received individualized support and modifications. These plans were adjusted for students as needed.
    - Tier III strategies included: referring students to outside support and providers, creating specialized student plans for participation, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), implementing a behavior plan and supporting teachers with strategies to meet students specific needs.
- Principals utilized teacher huddles, teacher team meetings and individual teacher meetings to check on teachers' well- being on a regular basis.
- Voices developed a Culture Newsletter to be distributed to all staff in December 2020 and April 2021 which included a Social Emotional Focus for staff as well as an acknowledgements section.
- Voices conducted a Core Value Awards cycle Nov/Dec 2020 and April 2021 to acknowledge Voices staff who are role modeling any of Voices Core Values. Any staff member at Voices may nominate anyone with the Network.

Challenges included the following:

-Attendance was less consistent during synchronous sessions, in comparison to traditional in-person classrooms, therefore impacting the availability of students as SEL surveys were administered.

- Given the prolonged impact of COVID-19 and need for parent/guardian support during virtual learning, in many cases, parents supporting multiple students at home and juggling working from home, parents'/guardians' bandwidth was stretched thin. This impact to parents'/guardians schedules resulted in the Parent Liaison having to make more attempts to connect with parents/guardians to discuss/review needed Tier II strategies then in previous settings as they were less available to take these calls.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes include the following:

- Voices utilized a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English):

- Tier I strategies target all students
    - Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in weekly parent newsletters, sending

text messages to whole school population after winter and spring break with reminders to return to school

- Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Voices Parent Liaison and other school leadership staff took the lead on these actions to form the re-engagement team.
    - Tier II strategies included Parent Liaison monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), and SST meetings to discuss impact on learning as a result of being absent.
- Tier III supports are needed by students demonstrating chronic absenteeism.
    - Voices created a chronic absenteeism tool which allowed the Parent Liaison and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent.

Challenges included the following:

- Parents/guardians experiencing pandemic fatigue several months into the school in addition to the needed support during virtual learning. Many families were supporting multiple students at home and juggling working from home, not to mention that many Voices families were faced with financial hardship. This resulted in parents'/guardians' bandwidth being tested daily with the resulting impact being the Parent Liaison having to make more attempts to connect with parents/guardians to discuss/review needed Tier II strategies then in previous settings. The Parent Liaison remained diligent and was eventually able to connect with families to support with Tier II strategies and connection to community resources.

- Parent Liaison had to repeatedly reset and remind parents/guardians of the expectation of attendance on asynchronous mornings in addition to the importance of parents/guardians enforcing, with consistency, that school work get completed.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The U.S. Department of Agriculture Food and Nutrition Service announced waiver extensions through the end of June 2022, so Voices will continue providing free nutritious meals to our in-person and distance learners. Although student meal applications were not required for students to obtain a meal, Voices collected 95% of meal applications via regular mail and during scheduled family work packet distribution days. Additionally, school site assistance was made available to support any families who

need help filling out the meal application. Families mailed their application to the school site in a self addressed stamped envelope.

Voices provided school site staff and families training on safety protocols for those students consuming their meals in the classroom during hybrid instruction in order to maintain a safe environment.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff Roles and Responsibilities	Hire COVID-19 Liaison to advise and assist school staff to implement COVID protocols.	$10,200	$11,045	N
N/A	Translation services for written parent resources and communications	$3,500	NA	N
Mental Health and Social and Emotional Well-Being	Tiered social worker support services	$3,122	NA	Y

Mental Health and Social and Emotional Well-Being	Purchase SEI curriculum	$620	$2,784	Y
School Nutrition	Providing nutritious meals to all students	$78,483	$17,825	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences in the actions and services identified.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Voices learned a variety of important lessons that will impact our goals and actions moving forward. They are broken down into the following sections:

Access to standards-aligned materials

-Voices will continue to support teachers' understanding of the curriculum in ELA and math by providing professional development and regular coaching. Regardless of in-person or distance learning, our teachers need content knowledge development in order to better understand how to modify lessons or how to respond to student data. We continued to have weekly data meetings, but we still saw gaps in teachers' understanding of what strong reteach lessons look like. A prepared coach to guide teachers is essential in creating strong reteach plans that serve all of our students, but our subgroups in particular.

-Training our associate teachers (ATs) was key in this year of distance learning. Having Voices ATs attend summer training with teachers was well received by staff at all levels. It made distance and in-person instruction much more effective. Voices also trained ATs alongside teachers for in-person instruction. We would like to continue training our ATs during the summer and throughout the year, on engagement strategies as well as the instructional pieces they own. This year Voices needed to provide them with a laptop to support distance learning, which was not provided to them in previous years. We would like to continue to provide them this technology in order to plan for their work with small groups at school when we return to in-person instruction this year and in future years.

English Learners support

It was exciting to be able to provide all TK-4 teachers with designated ELD and Systematic ELD training, which was our response to a request we had heard for many years. However, providing this training to all TK-4 teachers meant we had to purchase more curriculum and teacher training manuals. We do see this as a continued area of focus. Voices will continue to develop teachers' understanding of language development and both designated and integrated ELD. Additionally, Voices willadd staff that can lead this work at the school site so that we can have a Student Services Manager focused on special services and an English Learner Specialist who can focus on ELD training and coaching. Per the Dashboard, this is an area of focus at our school site. We are committed to increasing student outcomes in this area.

Special Populations Pupil Achievement

Per the Dashboard, this is an area of focus at Voices and we are committed to increasing student outcomes in this area. We were proud of our work in providing regular services to students with IEPs even in a remote setting. We want to build on this work by strengthening the internal supports we provide students. We are focused on better training for our special education staff for next year.

Overall pupil achievement and learning loss

Voices will continue to use formal and informal assessments to track pupil progress. This means continuing and strengthening our use of online learning platforms that are differentiated and adaptive for students (Achieve3000, Dreambox). It also means training our intervention teachers to review this data regularly to share updates with the rest of staff.

We will continue to use our interim assessments and partner with Achievement Network to look at data. These interim assessments help us see where we stand overall and make plans for individual students.

We will continue to use some of the software we purchased for distance learning which made instruction both engaging but also helped teachers track data more effectively such as GoFormative.

Student Engagement

While Voices maintained a strong attendance rate throughout the year, we see disengagement from students of concern. We made progress with our students in middle school by training teachers,

resetting class culture and creating tiered initiatives for re-engagement. However, we want to continue to partner with our parents and provide supports for these students.

Given the COVID-19 pandemic and cause for concern about students' mental wellness, we adopted a Socio-Emotional curriculum this year and will continue this work next year. Voices is considering hiring additional middle school staff to focus on advisory curriculum and engagement activities for our middle school students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to assess pupil learning loss and address it in the next few years. Our 2021-24 LCAP includes key strategies around assessment, engagement, teachers support and specific tiered student support. We will continue to use formative assessment to gauge learning progress for our students and use that data to differentiate instruction as needed or provide more specific interventions. We have learned many strategies about re-engaging students and families and training staff on engagement. The 2021-24 LCAP includes actions to support specific students or groups that could disengage due to learning loss. Finally, we know that our traditionally underserved populations such as students with special needs and English Learners will most be impacted by the pandemic-related learning loss. We are working to address that learning loss by hiring additional associate teachers, providing consistent coaching and training, providing training and coaching to teachers on how to accelerate learning of these students, training on how to use the curriculum to provide strong tier 1 and tier 2 instruction, how to differentiate and how to use specific strategies for English language learners in the coming years.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences in the actions and services identified.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The data and reflections represented here have helped us create our 21-22 through 23-24 LCAP. Our goals for that LCAP include a focus on English Learners, Students with Special Needs, increased staffing and training, and stronger student and family engagement.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds

were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

· Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education

January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at West Contra Costa	Brittany Erway (Principal)	berway@voicescharterschool.com (510) 480-0540

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Voices College Bound Language Academy is a diverse and innovative school, serving a high needs community with the mission to “prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program.”

We currently serve 208 Kindergarten-4th Grade students across our school. Our student population is 62% English learner (EL) and 53% are classified as Low Income, our LCFF Unduplicated count is 77%. (Data from Dataquest) Our students represent a variety of backgrounds and experiences, with our most significant populations identifying as Hispanic/Latino; other ethnicities include White, African American, and Asian.

We believe in our students, and we believe in the power of the values that drive our efforts to support our students succeed. At the center of all is In Lak’ech, the philosophy of loving and caring for one another because we are one. “Si Se Puede” Attitude, Scholarship, and Activism then take our students into a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Voices College-Bound Language Academy at West Contra Costa which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements by focusing on four broad goals: Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model; Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports; Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community; Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Council. The English Learner Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Voices College-Bound Language Academy at West Contra Costa based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on the 2019 California Dashboard and local data, here are some successes from the 2019-20 and 2020-21 school year:

- Our suspension rate is “Green” on the Dashboard. All subgroups but one (1) are green, with the other being in yellow.

- We were able to mitigate significant learning loss in math and ELA during the COVID-19 pandemic. In our analysis of year-over-year results for our interim assessments, students are performing at similar levels as they were before we went into distance learning. For example, between the 2019-20 second benchmark ELA interim assessments to the 20-21 second benchmark we had a 5% increase.

- We attribute this to providing a robust distance learning program that included live teaching in ELA, math and reading. With our distance learning, students had a live one hour lesson in ELA and math for 4 days a week. In addition, small group work continued with associate teachers or teachers working with students who needed more support. We were also able to mitigate significant learning loss by continuing with our strategies and principles on weekly coaching, weekly professional development, weekly data analysis and weekly intellectual preparation (lesson internalization).

- We met all of our local indicators. Based on local data, successes include:

- We were able to provide virtual English Language Development (ELD) for all English Learners. All K-5 teachers were trained in designated ELD via EL Achieve's Systematic ELD training program and curriculum. ELD was done 4 days per week virtually and then 4 days per week when grades began in-person instruction.

- All support services were provided to students with IEPs. Services such as speech and occupational therapy were provided online during distance learning.

- We were able to provide some in-person support to cohort groups before our general population was invited back on campus. These groups included students with IEPs.

- We were able to provide Chromebooks to all families who requested one throughout the year during distance learning and hybrid in-person instruction. Families who did not have a laptop or tablet for each student could request one from the school site.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Reviewing the 2019 California Dashboard, there are a few areas in the "Orange" and "Red" identified as areas for the upcoming school year.

- We have been working hard on tackling chronic absenteeism at our school site, as this was an area identified as red in the 2019 Dashboard where we had 12.2% of students chronically absent. Our English Learner subgroup was also red (46% of our students are English Learners). Our students with disabilities were orange in this category. We implemented a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English) during 2020 and 2021, and it will continue to be a focus moving forward. Tier I strategies target all students. Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent communication, sending text messages to the whole school population after winter and spring break with reminders to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Parent Liaison monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, home visits (being mindful of safety protocols of social distancing, wearing a mask and meeting with parents/guardians outside), and SST meetings to discuss impact on learning as a result of being absent. Tier III supports are needed by students demonstrating chronic absenteeism. Voices created a chronic absenteeism tool which allowed the Parent Liaison and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent. Students and families received individualized support and modifications. These plans were adjusted for students as needed. Tier III strategies included: referring students to outside support and providers, creating specialized student plans for participation, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Moving forward, a Dean of Culture will support these efforts.

Of our total student population, 61.9% are English Language Learners and 8% are students with disabilities. Our internal data shows that these subgroups are performing at lower proficiencies than our overall population. We would like to target this area for improvement in both

ELA and Math. We took some steps this past year within our distance learning and hybrid programs, but will continue to focus on this area. Steps already taken include:

- Voices adopted of a new curriculum, EL Education, that has built in references and to target students with disabilities and English learners. We are ending our 2nd year with this curriculum and teacher response has been positive. EL Education provided a flex curriculum for distance learning so we were able to continue building our momentum in the implementation of this curriculum.

- Voices provided English Language Development training to all of our K-4 teachers. The training included 5 different sessions that covered our ELD curriculum or spoke to ELD strategies and background, including understanding the proficiency levels of students and what structured language practice looks like. Prior to this year, we only provided this training to teachers of Systematic ELD.

- In 2019-20, our department of special populations had a focus on Student Success Teams and interventions. Our Student Services Manager was trained in strengthening interventions to support students with SSTs and how to monitor their progress. This also helped her build a toolbox of strategies for supporting the Special Education team.

- We continued to do deep dives into interim assessments, where student work is individually reviewed. As a result, teachers are able to plan whole-group reteach lessons or small group and one-on-one supports. This also helped the teacher and admin team focus on “target students” or students who would be a focus and represent the class. This data was reviewed regularly.

- We continued to implement weekly intellectual preparation planning sessions and weekly data meetings. Based on local data, the principal and coach worked directly with grade-levels that needed more support in order to increase student outcomes. These sessions also helped teachers understand the ELA standards and texts they were teaching and to construct exemplars before teaching a lesson. These sessions also helped teachers understand the math standards and to construct exemplars before teaching a lesson.We also developed an ELA data meeting tracker and continued to use our math data meeting tracker in order to provide teachers feedback on their analysis and ensure that they were looking at all students and creating small groups.

- We held training sessions on ELA shifts and text complexity. In order to strengthen their teaching, teachers were trained to analyze a text through the 4 dimensions of text complexity before reviewing the lesson plan.

- We held training sessions on backwards planning from interim assessments in both math and ELA. Teachers broke down passages in order to build their own content knowledge. They completed examples of specific items on the assessment to build their content knowledge.

- Weekly coaching sessions based on observation in either math and ELA. In some cases teachers were also observed in English Language Development and received additional coaching to support English Language Learners. We hope to continue these action steps next year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This LCAP address supports for students and staff coming off of a year of mostly distance learning in 2020-21. It also addresses pupil learning loss as a result of COVID-19 pandemic and areas of growth per the 2019 California School Dashboard. We reviewed our internal data and stakeholder input to create 4 goals. These 4 goals address all 10 of the state priorities. Altogether they promote the achievement of all students, and in particular key subgroups of English learners, they ensure our teachers are supported to deliver high-quality instruction, and that our school community (parents, students, staff) are engaged in a number of ways.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Voices Academy knows the importance of stakeholder engagement, as it leads to developing an effective plan for the school and student success. Voices Academy has used several structures to effectively communicate and engage key stakeholders in the Local Control and Accountability Plan (LCAP). The process involved numerous annual meetings and surveys with stakeholders to engage them in the LCAP goals and actions.

Throughout the year, Voices Academy held ELAC meetings, workshops, and Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. ELAC fulfills the role of the LCAP parent advisory committee. In addition, an LCAP overview was presented to stakeholders and a feedback survey was sent out using our communication platform, ParentSquare. All materials were provided in English and Spanish. The following meetings listed below were hosted by Voices and stakeholder feedback was collected.

<u>Opportunities for parents to discuss these topics:</u>

Cafecitos: Once a month

ELAC Meetings: November 19th, December 15th, January 28th, February 18th, March 11th, May 27th, June 10th

Parent Workshops: September 29th, November 13th, December 10th, January 21st, February 23rd

Parent Leadership Meeting: February 25th, March 25th, April 29th, May 27th

LCAP Overview Meeting for Staff and Parents: May 17th

<u>Special Education Consultation:</u>

March 3rd, 8th, 30th

April 6th, 13th, 27th

May 4th, 11th, 19th, 28th

June 11th

A summary of the feedback provided by specific stakeholder groups.

A summary of the feedback provided by specific stakeholder groups are listed below.

<u>Strengths included:</u>

Annual SEL survey topics (all staff, students in 4th grade, and parents/guardians)

School climate rated positively:

Teachers 69%

Parents/guardians 82%

Professional Learning rated positively:

Teachers 60%

School Safety rated positively:

Parents/guardians 86%

Teacher-student relationships rated positively:

Students 78%

Strengths of LCAP stakeholder survey:

69% of respondents reported they were highly satisfied or satisfied with efforts to address student emotional wellbeing, 23% were neutral.

67% of respondents reported they were highly satisfied or satisfied with efforts to support family and pupil engagement, 21% were neutral

82% of respondents were highly satisfied or satisfied with in person instruction and safety, 10% were neutral.

67% of respondents reported they were highly satisfied or satisfied with distance learning, 26% were neutral.

67% of respondents reported they were highly satisfied or satisfied with efforts to mitigate student learning loss and 10% were neutral.

Areas of opportunity included:

Annual SEL survey (all staff, 4th grade students, and all parents/guardians.

53% of students in 4th grades reported challenging feelings (higher scores indicate less frequent challenging emotions).

40% of teachers reported that they receive feedback often.

Other input from: The most often suggested idea from families was to improve and increase communication between the school and the parent community.

Special Education Consultation:

In terms of students with special needs, we discussed during check-ins the need for School Services Managers (SSM) at the school sites, the progress of our SSMs, and the training needed for them. We review their feedback from quarterly surveys too. In terms of SWD data, we review it during each PROCI cycle as an academic team and consider what is missing in our program. We discussed increasing inclusive practices and co-teaching. We discussed the need for more ELD training for teachers and more SIOP training for leaders.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Voices thoroughly reviewed data and stakeholder input in the development of the LCAP goals and actions.

Voices will hire a Dean of Culture and provide more opportunities for parents to participate in school and to keep parents better informed. **Goal #3**

Additionally, we will continue to focus on student wellbeing by supporting them to build coping skills. We will continue to implement an SEL curriculum **Goal #3**

Voices will also provide additional academic support for students to mitigate learning loss. We will hire additional associate teachers to provide small group instruction and tutoring and provide adaptive technology intervention programs. **Goal #2**

And Voices will provide more coaching for teachers so that they can deliver highly effective instruction. **Goal #1, #2**

Special Education Consultation:

Based on our Special Education Consultation, we plan to continue the training for our School Services Managers, to monitor their feedback and their progress, and to continue our regular team review of data for our Students with Disabilities in order to determine needs and adjust our practices accordingly. We plan to include ELD training for teachers and more SIOP training for leaders in the coming year.

Goals and Actions

Goal

Goal #	Description
1	Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model. (Priority 2, 4A, 4C, 4D, 8)

An explanation of why the LEA has developed this goal.

A large percentage of our population is made up of English Language Learners (ELs) and all of our students are language learners in our dual-immersion program. The majority of our students who are ELs also fall into our SED subgroup. Internal interim math and ELA assessments show that when we pull our English Learners in comparison to RFEP and English Only students, our ELs proficiency is much lower than the overall population. Teachers and school leaders have also requested additional training and support with implementing English Language Development (ELD) and language learner strategies.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (Overall performance in SBAC)	6% of 3rd and 4th grade students met reached high average scores on MAP math 62% of 2nd graders met Proficiency on interim assessment in Math				All Students - 35% standard met or exceeded on SBAC math (subgroups below) Hispanic - 30% English Learners 30% Socioeconomically Disadvantaged - 30% Students with Disabilities 30%

	12% of 3rd and 4th grade students met reached high average scores on MAP ELA 31% of 2nd graders met Proficiency on interim assessment in ELA				All Students - 35% standard met or exceeded on SBAC ELA (subgroups below) Hispanic - 30% English Learners 30% Socioeconomically Disadvantaged - 30% Students with Disabilities 30%
CA School Dashboard- English Learner Progress Indicator (ELPI) The percentage of current English Learner students who progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4	2019 CA Dashboard 60.7%				60% of English language learners progress at least one level or maintain
Data Quest Percentage of students redesignated	19-20 3.8% reclassification rate				10% reflassiciation rate

Fluent-English Proficient since last census					

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic ELD and SIOP Teacher Training	If we train all of our K-5 teachers in both Systematic ELD (by EL Achieve) and the Sheltered Instruction Observation Protocol (SIOP) models then all of our teachers will increase their knowledge of language learner strategies. This will result in teachers making the best instructional moves for language learners throughout our day (for both Spanish and English learners per our dual immersion model) which is needed based on our current EL subgroup data.	$6,192	Y
Action 2	ELPAC administration	If we train our associate teachers to proctor initial and summative ELPAC then we are able to have data to review with teachers during ELD training, make student groups for designated ELD and address EL gaps via instruction. This will result in more targeted instruction for English Learners in both designated and integrated ELD based on their proficiency, strengths and development because currently our data shows we can improve our instruction of ELs.	$2,000	Y

Goal 2

Goal #	Description
2	Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports (1B, 2, 7, 8)

An explanation of why the LEA has developed this goal.

Two subgroups of concern with academic achievement are students with disabilities and socioeconomically disadvantaged students, particularly in ELA. Our internal reading and math interim assessment data shows that while most students with disabilities are performing similarly to their general population counterparts in math, our students with disabilities are still having challenges in reading comprehension and writing assignments with grade-level texts. Special education staff and general education teachers and associate teachers have both requested support with differentiation strategies in the classroom following a year of focusing on inclusion and co-teaching strategies (done in 2018-19). We will continue to build on that knowledge. Our response to COVID-19 pandemic and distance learning also helped us realize

how key our associate teachers were in supporting students and mitigating learning loss. Associate teachers and their training proved invaluable to helping us make progress with our students and will be even more vital as we look to come back to school in person and close an even wider gap for socio-economically disadvantaged students, students of color, English Learners and students with special needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-5 in Benchmark 2	60% of students proficient in 20-21				65% of students meet proficiency in Benchmark 2
Internal ELA Assessment 2-5 in Benchmark 2	21% of students proficient in 20-21				30% of students meet proficiency in Benchmark 2
MAP Assessment Growth Goals	Data not available				55% of students meet their growth goals in ELA and math based on MAP Reading and mathematics assessments.
MAP Assessment Growth Goals	Data not available				55% of students meet their growth goals in ELA and math based on MAP Reading and mathematics assessments.
Professional Development Calendar*	100% of teachers receive academic content and performance standards professional development				100% of teachers receive academic content and performance standards professional development

Curriculum and Assessment inventory/ procurement list*	100% of students have access to standards-aligned materials				100% of students have access to standards-aligned materials

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Benchmark Assessment Licenses and Screeners	If we purchase benchmark assessment licenses and systems (such as Illuminate, NWEA/MAP, STAR/Renaissance, LAS Links, Achievement Network interims, Illuminate), we will have the data on how our subgroups are performing in ELA and math at the start of the year and three additional times throughout the year. We can then use this data to reflect on instruction and drive instruction for small groups, specific students or the whole group supports. We will purchase a PKRS kindergarten screener test to determine which incoming students may already need interventions, class supports, student success team support or additional tests. We can identify students with special needs early on.	$21,640	N
Action 2	Standards Aligned Core Curriculum	By purchasing curriculum for ELA (EL Education and Navigator Literature), we are providing all students with access to high-quality complex grade-level work, especially unduplicated students. Much of the curriculum includes strategies for subgroups, including ELs. This will help us stay focused on both the work of meeting students where they are at but also accelerating students' achievement by focusing on grade-level work. Curriculum includes both student and teacher materials.	$14,350	Y
Action 3	Staff Coaching support	If we provide staff with coaching support through a full-time coach in addition to a principal who also coaches, we can support teachers with their data-analysis skills during data meetings, with professional development and coaching/observations, with their engagement techniques with real-time coaching and help them plan for small group reteach, tier 1 and tier 2 strategies or specific student needs. This will help us increase academic achievement for all students, but in particular for students with special needs and socioeconomically disadvantaged students.	$209,733	Y

Action 4	Associate teachers in grades K-4 (Title I)	Provide associate teachers in primary grades in order to provide academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, by providing daily enrichment to students. This creates more adult:student ratios and differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	$288,474	Y
Action 5	Technology and programs for adaptive intervention programs	Purchasing classroom technology such as student laptops and iPads and programs for blended learning will allow us to provide intervention lessons to students in ELA and math. These programs may include Dreambox, Achieve3000/SmartyAnts, iStation and their associated professional development costs. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content.	$187,385	Y
Action 6	Formative assessment programs	If we purchase informal assessment and participation systems (such as GoFormative), we will have daily and weekly data to review in data meetings. We can then use this data to reflect on instruction in smaller cycles and impact instruction for small groups and specific students. Our associate teachers, special education teachers and general education teachers can work to pull small groups.	$3,100	N
Action 7	Student Services Manager	The Student Service Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for Special Education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. Having a point person on the team to track data and support with coaching of teachers will help us stay focused on this subgroup as a priority for the coming years.	$94,770	N
Action 8	LAS Links administration	If we purchase and train our associate teachers to proctor LAS Links (Spanish language proficiency) to measure spanish language development our teachers will have data to know where their students	$3,492	N

		all land in terms of language development. They can then modify lessons or better integrate language learner strategies in specific Spanish language or content area lessons.		

Goal 3

Goal #	Description
3	Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community. (1C,3A,3B, 5A, 5B, 5C, 6A, 6B, 6C, 7, 8)

An explanation of why the LEA has developed this goal.

Our Dashboard, internal data and observations, and family input indicate that student engagement is an area to address. Based on the school Dashboard, Chronic Absenteeism is an area to improve. Additionally, our internal tracking systems show that while overall attendance goals are regularly met, there is a select group of students who we need to target and engage for attendance, particularly in the upper grades. A 3rd party independent survey given twice during the school year has also indicated that while teacher-student relationships are strong.. Almost 1.5 years of distance learning due to the COVID-19 pandemic has led to some students reporting that they are feeling disengaged with school despite knowing their teachers care for them. Students need to rediscover the joy in school once more and a focus on their social emotional well being in addition to academics will help us accelerate learning for them longer term. Additional staff and training is needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in decision making* Sign-in sheets/survey counts	92% survey response. No baseline (sign in sheet) parents/guardian				At least 70% of parents/ guardians will participate in the post Annual Family-School Relationships survey. Parent/guardian attendance at LCAP

	participation LCAP meetings				meetings will increase year over year.
Parent participation in programs for unduplicated pupils* Sign-in sheets and training dates	No baseline				At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class
Average daily attendance rates as of **May 2nd** (P2)	19-20 data (due to pandemic closure) ALL 88.05% ELs 89.42% SED on red 88.81%				Maintain an attendance rate of ≥ 95% for All students Attendance rate of ≥ 95% for ELs Attendance rate of ≥ 95% for low SES
Chronic Absenteeism rate as of **May1st** (	19-20 data (due to pandemic closure) All -22.8% Chronically absent on CA Dashboard EL - 17% Chronically absent on CA Dashboard Hispanic - 21.2% Chronically absent on CA Dashboard Socioeconomically Disadvantaged - 25% Chronically absent on CA Dashboard				All <10% chronically absent per Voices chronic absenteeism tool EL <10% chronically absent per Voices chronic absenteeism tool Hispanic <10% chronically absent per Voices chronic absenteeism tool

					Socioeconomically Disadvantaged <10% chronically absent per Voices chronic absenteeism tool
Middle School Dropout Rate as of **May 1st**	0%				Voices will maintain a middle school dropout rate of ≤2%
Percentage of Student Suspended as of **May 1st** (PowerSchool)	As of 19-20 All - 0% Students with Disabilities 0%				Maintain a low suspension rate of ≤5% for all students Maintain a low student suspension rate of ≤5% for Students with disabilities
Student Expulsion Rate as of **May 1st**	0%				Maintain a low expulsion rate of ≤1%
Panorama Post Student Supports + Environment Survey Percentage of students grade 4 responding favorably to survey Sense of Belonging section*	67% of 4th grade students responded favorably				At least 70% of students respond favorably
Panorama Post Family-school relationships survey data (School Safety question)*	92% of parents/guardians responded favorably				At least 80% of parents/guardians will respond favorably to the school safety survey question
Broad course of study provided to all	100%				100%

students, including unduplicated pupils (as measured by report card)*					
Walk-through Safety Tool*	At least 4 walkthroughs per year				At least 4 walkthroughs per year

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Dean of Culture	Voices will hire and retain a Dean of Culture that promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional Curriculum and oversee enrichment programs at the school for K-5.The Dean of Culture will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students	$90,029	Y
Action 2	Enrichment Activities and AdvisoryCurriculum	Voices will purchase enrichment activities and supplies for students and a SEL curriculum for all students. This includes CCSS aligned arts enrichment curriculum licensing and materials, as well as physical activity programs such as dance enrichment and ToolBox Curriculum. Advisory will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas	$5,800	N
Action 3	Engaging Supplemental Technology	Voices will purchase programs to be used by students and teachers which promote student participation and engagement regardless of virtual or in-person instruction. These programs for purchase, such as NearPod, or PearDeck premium, will allow teachers to continue to use engagement strategies from 20-21 in class. We will also build on the success of distance learning by continuing to integrate these programs for all students.	$1,359	N
Action 4	Facility Maintenance	Voices will maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly, and be available for any resurgence of the COVID-19 virus. We will continue to maintain our facility in good repair. Identified issues or	$642,967	N

		needs will be tracked via the wok order process and will be completed in a timely manner		
Action 5	Admin Support Staff	School staff conduct regular walk-throughs of the school facility and assure repairs are made in a timely manner. The Business Manager will concentrate time on school attendance and reporting.	$76,350	N

Goal 4

Goal #	Description
4	Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction. (Priority 1A, 6C)

An explanation of why the LEA has developed this goal.

We serve a traditionally underserved a low-income, Latino and English Learners student population. This group has been hit particularly hard with COVID-19 pandemic related learning loss. While we were able to provide a strong virtual and hybrid program in 2020-21, research and our own internal data has shown that students did not make great growth. In particular, our K-1 students have faced challenges in literacy instruction online and we expect that we will need highly-trained teachers to support this learning loss. We want to make sure our teachers have the mindset, will and skill necessary to tackle the challenges of post-pandemic education and who can help us reach positive student outcomes. Coupled with the California teacher shortage before COVID-19, and that many educators are leaving the profession after a year of distance learning, we foresee a challenge in being able to fill these roles. We know pandemic related learning loss will have an impact on students in the years to come as well, and the more we can develop and retain highly-qualified, mission-driven teachers, the better for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed teachers complete induction program (Voices BTSA list)*	100 % Eligible Teacher complete induction program within eligibility period				100 % Eligible Teacher complete induction program within eligibility period

Percentage of properly credentialed teachers (SARC)*	100% teachers with appropriate permit or waiver credential				100% teachers with appropriate permit or waiver credential

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction Program	Continue to implement the induction program for new teachers.	$7,000	N
2	Credential Monitoring	Continue to review teacher assignments each quarter, to ensure that they are appropriately credentialed	$16,776	N
3	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	$655,084	N
4	Summer Professional Development	If we provide high-quality summer training on our academic program and mission/vision, our teachers will have the skills and a clear why as to the work. This will set them up for a strong start with students in the fall, and coaches can return to this training as a foundation for coaching teachers.	$3,840	Y
5	School Leader Training	If we train our school leaders in English Learner practices and support them in implementation, they will be better equipped to coach teachers in English learner strategies.	$2,825	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26%	$537,898

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs

In reviewing the 2019 ELA and Math performance of our English Learners and socioeconomically disadvantaged students, we find that there was no CA Dashboard data provided for our young school. We had High performance in 2019 on the English Learner Progress Indicator, with 60.7% of students making progress towards English language proficiency.

Actions

Based on a review of data, we have designed the 2022 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have selected a variety of curricular and instructional resources, supported by appropriate technology and staffing, that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance skills. This is coupled with a comprehensive assessment system that monitors student progress towards meeting grade level standards and informs our comprehensive system of academic support. The academic support begins with small class sizes supplemented with Associate Teachers further reducing the student to teacher ratios in our primary grade classrooms and allowing for more individualized attention and instruction for students. We provide systematic ELD and SIOP Teacher Training to ensure our English learners will make steady progress in their English language proficiency. All of our teachers receive coaching support and p.d., and our leaders receive specific training to ensure they can use the most effective teaching strategies for our highest need students, whether those are students significantly behind, those with special needs, English learners, foster youth or students of low economic status..

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training

Goal 1, Action 2 ELPAC administration

Goal 2, Action 2 Standards Aligned Core Curriculum

Goal 2, Action 3 Staff Coaching support

Goal 2 , Action 4 Associate teachers

Goal 2, Action 5 Technology and programs for adaptive intervention programs

Goal 4, Action 4 Summer Professional Development

Goal 4, Action 5 School Leader Training

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, and Reclassification rates. Current targets aim growth within the next two years for both ELA and Math (see expected outcomes in Goal 1), and growth in the English Learner Progress Indicator to 55% and to increase our reclassification rate to 10%. We plan to use interim assessment data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, we had a 0% suspension rate overall. Our Chronic Absence rate was 22.8% overall.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include providing a Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional Curriculum and oversee enrichment programs at the school for K-8. The Dean of Culture will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students.

Goal 3, Action 1 Dean of Culture

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Voices MH school community. We will also measure progress toward a high attendance and low chronic absenteeism (see above).

Goal 3, Action 1 Dean of Culture $90,029 =%

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Voices is increasing services for foster youth, English Learners, and low-income students 26% through the following actions:

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training $5,292 = 0.31%

Goal 1, Action 2 ELPAC administration $2,000 = 0.12%

Goal 2, Action 2 Standards Aligned Core Curriculum $7,700 =0.45%

Goal 2, Action 3 Staff Coaching support $121,703 =7.19%

Goal 2 , Action 4 Associate teachers $126,834 =7.49%

Goal 2, Action 5 Technology and programs for adaptive intervention programs $178,468 =10.54%

Goal 4, Action 4 Summer Professional Development $3,840 =0.23%

Goal 4, Action 5 School Leader Training $2,825 =0.17%

Goal 3, Action 1 Dean of Culture $90,029 =5.32%

Total =31.82%

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,627,537	$ 191,222	$ -	$ 514,408	2,333,166	$ 1,617,132	$ 716,035

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training		$ 5,292	$ -	$ -	$ 900	$ 6,192
1	2	ELPAC administration		$ 2,000	$ -	$ -	$ -	$ 2,000
2	1	Benchmark Assessment Licenses and Scre		$ -	$ -	$ -	$ 21,640	$ 21,640
2	2	Standards Aligned Core Curriculum		$ 7,700	$ -	$ -	$ 6,650	$ 14,350
2	3	Staff Coaching support		$ 121,703	$ 1,200	$ -	$ 86,830	$ 209,733
2	4	Associate teachers in grades K-4 (Title I)		$ 126,834	$ 90,597		$ 71,043	$ 288,474
2	5	Technology and programs for adaptive inter		$ 178,468	$ -	$ -	$ 8,917	$ 187,385
2	6	Formative assessment programs		$ -	$ -	$ -	$ 3,100	$ 3,100
2	7	Student Services Manager		$ -	$ -	$ -	$ 94,770	$ 94,770
2	8	LAS Links administration		$ -	$ -	$ -	$ 3,492	$ 3,492
3	1	Dean of Culture		$ 90,029	$ -	$ -	$ -	$ 90,029
3	2	Enrichment Activities and AdvisoryCurriculu		$ -	$ -	$ -	$ 5,800	$ 5,800
3	3	Engaging Supplemental Technology		$ -	$ -	$ -	$ 1,359	$ 1,359
3	4	Facility Maintenance		$ 603,605	$ -	$ -	$ 39,362	$ 642,967
3	5	Admin Support Staff		$ 38,175	$ -	$ -	$ 38,175	$ 76,350
4	1	Induction Program		$ -	$ -	$ -	$ 7,000	$ 7,000
4	2	Credential Monitoring		$ -	$ -	$ -	$ 16,776	$ 16,776
4	3	Highly qualified teachers		$ 447,066	$ 99,424		$ 108,594	$ 655,084
4	4	Summer Professional Development		$ 3,840	$ -	$ -	$ -	$ 3,840
4	5	School Leader Training		$ 2,825	$ -	$ -	$ -	$ 2,825

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Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 538,691	$ 804,828
LEA-wide Total:	$ 531,399	$ 796,636
Limited Total:	$ 7,292	$ 8,192
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	Contributing to Increased or Improved Services?
1	1	Systematic ELD and SIOP Teacher Training	Limited	English Learners		$ 5,292	$ 6,192	Yes
1	2	ELPAC administration	Limited	English Learners		$ 2,000	$ 2,000	Yes
2	2	Standards Aligned Core Curriculum	LEA-wide	English Learners, Low Income, Foster Youth		$ 7,700	$ 14,350	Yes
2	3	Staff Coaching support	LEA-wide	English Learners, Low Income, Foster Youth		$ 121,703	$ 209,733	Yes
2	4	Associate teachers in grades K-4 (Title I)	LEA-wide	English Learners, Low Income, Foster Youth		$ 126,834	$ 288,474	Yes
2	5	Technology and programs for adaptive interv	LEA-wide	English Learners, Low Income, Foster Youth		$ 178,468	$ 187,385	Yes
3	1	Dean of Culture	LEA-wide	English Learners, Low Income, Foster Youth		$ 90,029	$ 90,029	Yes
4	4	Summer Professional Development	LEA-wide	English Learners, Low Income, Foster		$ 3,840	$ 3,840	Yes
4	5	School Leader Training	LEA-wide	English Learners, Low Income, Foster		$ 2,825	$ 2,825	Yes

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Coversheet

Public Hearing: Voices Stockton 21-22 Revised LCAP as SPSA

Section: III. Public Hearings for Revised 2021-2022 LCAP as SPSA
Item: E. Public Hearing: Voices Stockton 21-22 Revised LCAP as SPSA
Purpose: Discuss
Submitted by:
Related Material: LCAP_SPSA_Stockton_2021_Merged.pdf

LCFF Budget Overview for Parents

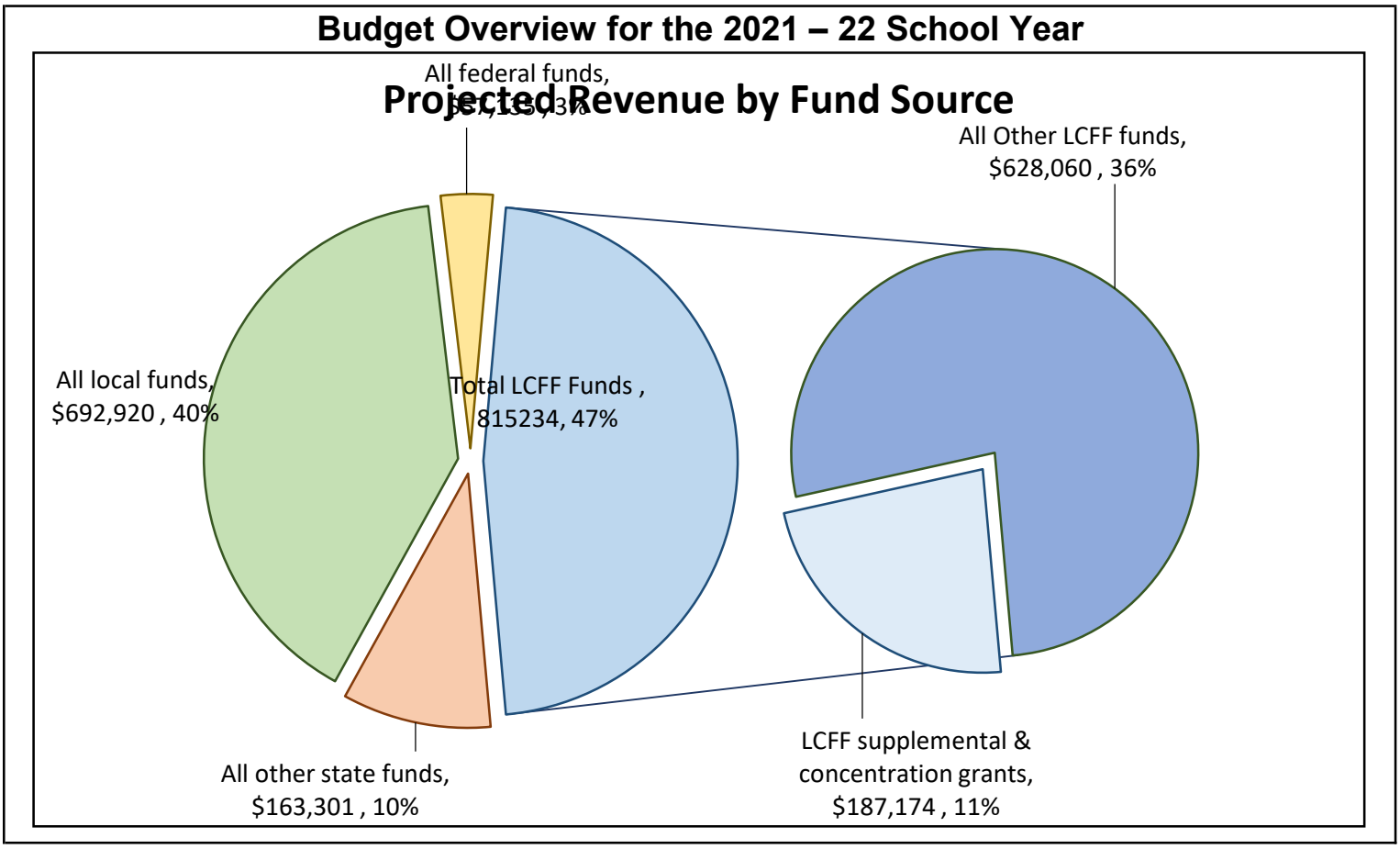
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Stockton

CDS Code: 39686760139907

School Year: 2021 – 22

LEA contact information: Catherine Barron, 408-791-1609, cbarron@voicescharterschool.com

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

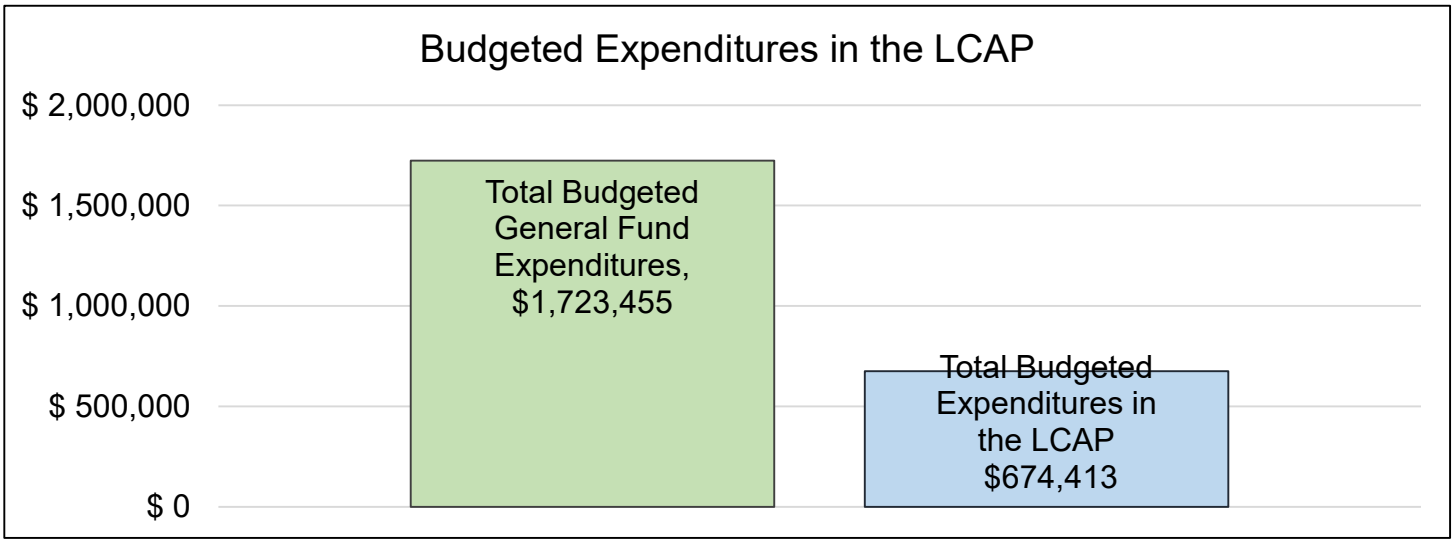


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Stockton expects to receive in the coming year from all sources.

The total revenue projected for Voices College-Bound Language Academy at Stockton is $1,728,590.00, of which $815,234.00 is Local Control Funding Formula (LCFF), $163,301.00 is other state funds, $692,920.00 is local funds, and $57,135.00 is federal funds. Of the $815,234.00 in LCFF Funds, $187,174.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Voices College-Bound Language Academy at Stockton plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Voices College-Bound Language Academy at Stockton plans to spend $1,723,455.00 for the 2021 – 22 school year. Of that amount, $674,413.00 is tied to actions/services in the LCAP and $1,049,042.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

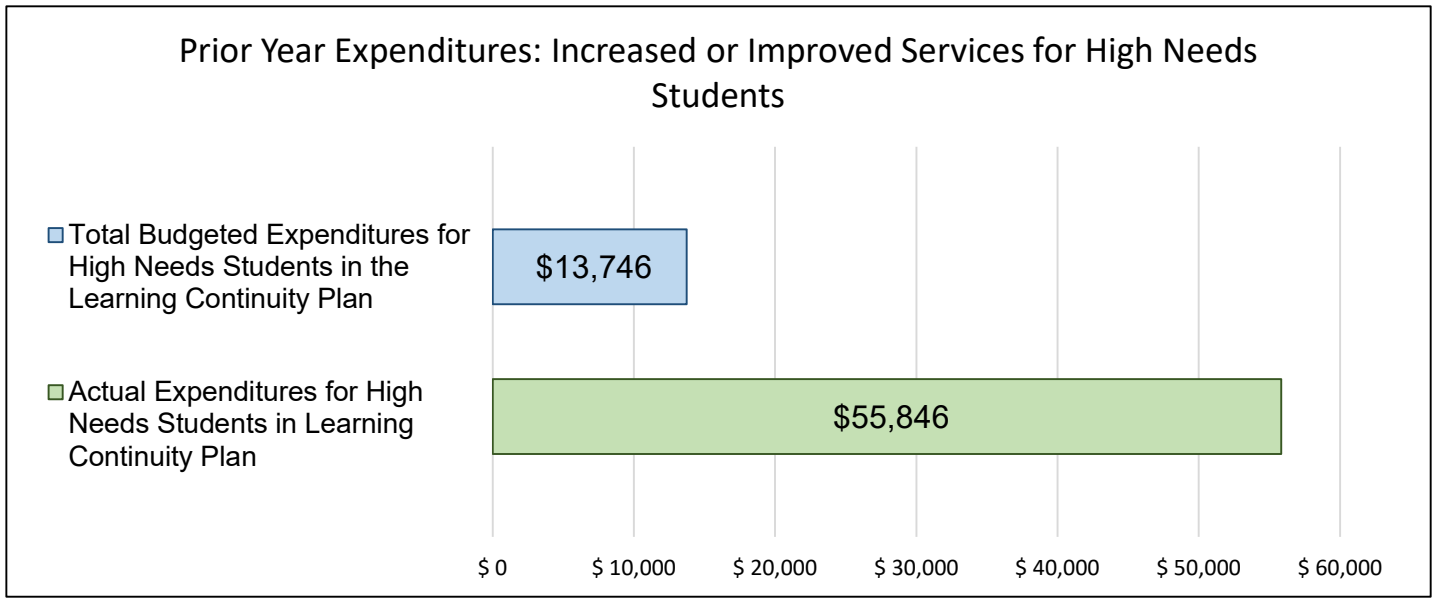
insurance, CMO services, special education staff and contractors, oversight fees, food services, equipment leases, communications, field trips, staff appreciation expenses, and office supplies

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Voices College-Bound Language Academy at Stockton is projecting it will receive $187,174.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at Stockton must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at Stockton plans to spend $336,168.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Voices College-Bound Language Academy at Stockton budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Voices College-Bound Language Academy at Stockton estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Voices College-Bound Language Academy at Stockton's Learning Continuity Plan budgeted $13,746.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Stockton actually spent $55,846.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language at Stockton	Javier Hernandez (Principal)	jhernandez@voicescharterschool.com (510) 480-0540

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

State and/or Local Priorities addressed by this goal:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 2

State and/or Local Priorities addressed by this goal:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 3

State and/or Local Priorities addressed by this goal:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 4

State and/or Local Priorities addressed by this goal:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) and disinfectant supplies to support health and safety measures and sanitation of classrooms and school offices.	$556	$26,223	N
Purchase of additional curriculum to support all teachers teaching ELD.	$1,356	$	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Voices also expended $7,600 for an annual subscription to Parent Square, an app utilized for school to parent communication and for staff and parents to conduct daily wellness checks prior to entering the Voices campus.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Voices created a gradual ramp up model that transitioned into our hybrid plan for in-person instruction once COVID-19 cases in our communities were down, state bills mandated in-person instruction and vaccines were more widely available to educators. We were able to bring our first group of students back on campus in mid-April of 2021 which was our Kindergarten and 1st grade students, at 50% capacity following an A/B Hybrid Model. This meant each group of students had 2 days on campus with 3 days off-campus for asynchronous and synchronous instruction (continued distance learning).

Voices conducted a successful training program that included sessions on COVID-19 safety measures, revision of new or adapted operations procedures, hybrid instructional schedules and vision for culture,

hyflex strategies for our instructional blocks, Special Education procedures and requirements, and socio-emotional learning and supports for students. Voices' training program started 3 weeks before our return date of April 5. Teachers had a minimum of two full days for planning instruction and setting up their classrooms. Feedback was positive with teachers reporting they felt safe and understood the rationale for returning for in-person instruction.

The operations leadership team was successful in setting up classrooms and campus stations with personal protective equipment and disinfectant supplies. All classrooms were set up to follow social distancing guidelines. All staff members and students have access to PPE as needed. School campus is cleaned and sanitized daily and deep cleaned once a week. Per our Safety Plan, Staff members were brought on campus safely to practice protocols. Additionally, Voices purchased a parent communication system called Parent Square which we were able to use as our COVID 19 tracker. All parents and staff complete a Wellness survey on Parent Square prior to coming to or bringing students on campus.

In addition to the supply of PPE that was provided by the state, it is replenished as needed. Plexiglass barriers were also purchased and placed throughout the main office and classrooms to provide additional safety for our students and staff.

Our in-person instructional offering includes ELD (English Language Development) instruction 4 days a week. Every teacher received 5 days of training in ELD this year and thus the curriculum had to be purchased to support all teachers. Curriculum included teacher-facing manuals as well as student materials. In previous years, English learners switched classrooms per their English proficiency levels. As mixed cohorts were not allowed per our safety guidelines, we had mixed proficiency groupings for ELD. A challenge that came up during in-person instruction was how teachers could best support "Group C". Group C is Voices 100% distance learners due to parent choice. Teachers requested support for teaching these students and Voices provided training on hyflex instruction, or simultaneously teaching students online and in-person. Our team provided sample videos of ELD hyflex instruction (in addition to guided reading, math and ELA instruction) and a guidance document for teachers to follow that included technology set-up and tips for student engagement.

Our students were excited to be on campus for in person learning. Voices students who logged in via Zoom for key parts of the day were also re-energized to do their distance learning. Teachers reported feeling this joy again due to having students present in person.

Voices purchased interim assessments at the beginning of the 20-21 school year. We were able to find ways to administer math Interim Assessments and virtual running records with our distance learning program for the Fall of 2020 and Winter of 2021 Teachers unpacked the assessments prior to administration as part of their content development and feedback from these PDs was positive. Teachers and the leadership team analyzed student results each benchmark during Voices' Results Oriented Cycle of Inquiry. Our third round of interim assessments will be done in person.

Other interim assessments purchased for in-person instructional offerings also served us well in our distance learning program. Voices was able to successfully pilot and fully implement StarCBM and Star

Early Literacy via remote testing. Teachers used student results to address early literacy gaps in virtual instruction. Teachers also used BookNook (an online reading platform) for reading intervention, though it was conducted virtually.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Zoom for teacher accounts	$960	$400.00	N
Purchase additional devices or technology (e.g., Chromebooks, hotspots, document cameras) for students, teachers and associate teachers to support distance teaching and learning	$5,154	$34,185	Y
Costs for additional professional development and training for teachers and associate teachers to support online teaching and learning management	$4,152	$	N
Purchase of materials for take home kits and laptop bags for every student	$1,136	$12,780	Y
Mailing costs for work packets to be sent home	$500	$403.01	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences in the actions and services identified.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Students in K-1 received both asynchronous and synchronous learning each day. Voices provided Spanish and English instruction per our dual language model. We were able to use Eureka Math, Achievement First Math, Navigator Literature, EL Education and Systematic ELD curriculum for content-area instruction in a virtual setting by creating guidelines for what online lessons should include. We had to revise our pacing calendars and resources a few times in response to teacher feedback on pacing issues and their challenge to implement a full 60-minute lesson that was created for in-person instruction to a virtual setting. We had 4 days of synchronous instruction with 1 day of asynchronous instruction with associate teachers providing small group support on that asynchronous day. Additionally, Voices met and exceeded the required minimum instructional minutes in each grade span in order to fit our model (for example, K-1 had 270 minutes daily of live and asynchronous instruction with the majority of the minutes live) and serve our mission of providing more to students who need more.

English Learners received English Language Development classes 4 days a week from a trained teacher. We continued to provide online reading intervention classes for some of our students as well, who were identified through the Student Services Team process.

All students were given a take-home kit and work packet each month. Teachers compiled materials and our Special Education teachers made differentiated packets or supplemental packets for students with IEPs. Take-home kits included school materials as well as needed manipulatives, novels, texts or handouts. Voices had parents come each month to pick up their supplies and drop off the previous work packet.

Access to Devices and Connectivity

100% of all students have access to a chromebook and a device for connectivity. Voices surveyed families in the summer to find out what was still needed to be able to successfully take part in distance learning. We tracked surveys by family and those that did not respond to the survey received phone calls or home visits. We purchased chromebooks and ipads in addition to what we already had for the 2020-2021 school year. If chromebooks were not working or something broke families were able to trade in for a new one. We purchased hotspots for students that did not have access to the internet. One success that we had was our technology services to troubleshoot with families if they were having trouble connecting. Families who needed additional support were able to schedule appointments for curbside support. Additional chromebooks were set aside for students in the event chromebook had technical problems.

We hosted a parent tech support day, where we scheduled parents to come in to pick up materials and then walked them through how to use the technology at home, at a safe distance and following safety protocols. One challenge was that while we did this in the summer, once school began we had many caregivers who were not able to navigate the laptops and internet to help their students. Many caregivers called our staff to help them troubleshoot the technology.

Pupil Participation and Progress: Voices tracked pupil participation using daily and weekly attendance trackers and recorded into PowerSchool. Teachers, Principals and Deans of Culture used the tracker to keep records regarding student participation and to reach out to families as needed. Voices' Parent Liaison also kept a communication log to track parent communication and interventions that were put in place to support engagement and track progress. Interventions included morning check in prior to Zoom sessions, support in breakout rooms to redirect attention to increase focus, and parent/guardian meetings conducted via phone or Zoom to set and clarify student expectations that the parent/guardian could promote at home). We also had a Special Education services tracker which was maintained by our Special Education department to track services and minutes completed for students with IEPs.

Student academic progress was tracked via Smarty Ants and Dreambox Learning (our asynchronous applications). We also used SeeSaw to post assignments or quizzes, track completion and give students feedback.

Teachers were able to keep students engaged in distance learning by using engaging platforms such as PearDeck or NearPod. This allowed the teacher to build in checks for understanding, practice items or help facilitate group work. Teachers also used the Zoom chat and breakout room features. Students were taught how to use these features to engage with classmates throughout the day.

Voices tracked student progress informally and formally via assessment where students either completed an online task or showed their white boards to the screen, or a teacher or associate teacher checked in on students in breakout rooms. We also continued our daily exit tickets in math and our interim assessments in reading, literacy and math. Teachers reviewed this data to determine which students needed additional support.

Teachers and the Parent Liaison used ClassDojo to communicate with families as needed about pupil participation. The Parent Liaison also contacted families directly to discuss needed support. Additionally, Voices hosted a virtual parent support event at the start of the year called a Day of Support/Dia de Apoyo and conducted a Network-wide Parent Education session on "Making Technology Work for You".

Distance Learning Professional Development:

Voices started the year out with a full month of training for new teachers that was focused on culture-building, Voices curriculum and online management strategies.All teachers had 2 weeks of training and planning that included synchronous sessions about online teaching strategies (how to engage students online, how to set up technology for distance learning, how to teach our curriculum online) and asynchronous modules to learn online teaching platforms (Google Classroom, Pear Deck, GoFormative etc.). Our associate teachers joined in on a few sessions as well.

We continued with our weekly teacher professional development focused on understanding standards, Common Core shifts and lesson intellectual preparation. On a recent survey, 80% of teachers shared that PD in distance learning was useful.

Voices conducted regular surveys with our staff in order to gauge how supported they were feeling with professional development. Teachers had positive feedback about our school site leaders (principal, Parent Liaison) and coaching throughout the year. Staff provided feedback during weekly huddles and in one on one coaching meetings. Staff were provided with a space for weekly huddles (daily during the first week of the year) to hshare how distance learning was transpiring. We then followed up with regular surveys. Additionally, Voices held focus groups with teachers over the summer to collect input on what types of trainings they needed based on Spring 2020 Distance Learning. They requested more models of online lessons and support with online learning platforms which we did provide.

Staff Roles and Responsibilities:

This year Voices trained associate teachers (ATs) in the summer. ATs attended classroom management sessions over a few days and our literacy practices. They also participated in online learning strategies trainings and they were able to practice an online lesson along with teachers. We did this in response to staff feedback where associate teachers, teachers and school admin all saw a need for more training of Voices ATs.

Resources were provided to teaching and associate teaching staff, such as a Voices laptop to do their work. We reimbursed for phone and internet use, per our policy. All teachers and associate teachers had daily time to plan their lessons. Teachers had Wednesdays to use for professional development, data analysis, lesson preparation and lesson planning.

Teachers and associate teachers were given regular surveys from September through March. These were opportunities to provide feedback on the experience of virtual teaching in order to modify site training or plans. As a result, the school focused more on engagement strategies for all content areas and how to provide more social-emotional support for students.

Voices hired a COVID-19 Liaison to support and address COVID-19 related issues and/or concerns. The COVID Liaison implemented and conducted audit safety protocols and staff training with the support of the school site Business Manager. Additionally, the COVID Liaison consistently keeps up with the rapid changes to the state COVID-19 regulations.

Voices made adjustments to school site staff assignments and schedules to support meal distribution, assemble furniture, and prepare and distribute student work packets and supplies. All school site staff were provided COVID-19 safety training which included food safety guidelines. School site support staff and kitchen staff supported with distribution of meals to students through curbside pick up.

Support for Pupils with Unique Needs:

Voices provided designated ELD 4 days per week via distance learning, with all teachers trained in strategies and curriculum. We also included best practices for English Learners in our summer training so teachers could use them throughout the year (content and language learning objectives, sentence frames and stems, visuals).

Special Education services were provided 5 days a week for any students with these services based on their IEP. Voices provided all minutes of service to students.

One challenge was the amount of instructional and behavioral support needed for some students via Zoom. Some students had strong reactions to online learning and they refused to engage, and parents had to support them with management but this made it difficult to make progress early on.

One success was in bringing on a small cohort of students with special needs in tier 2 and tier 3. Once we opened this cohort in November, some of the student behaviors decreased and we could begin addressing academic gaps. Having students in person allowed us to build relationships with students, which then carried over into their virtual sessions when they were back at home. With students now recognizing the structure of their lessons and the instructors in person, they better know what to expect. In addition, we persevere through challenges and have had parents more able to work with our school and service providers.

Voices teachers and ATs worked with students with unique needs throughout the day in small groups, per our learning model. We used data to make these small groups, which showed our English Learners and Students with Special Needs still needed more support.

Teachers made weekly calls home to parents/guardians and office staff contacted parents/guardians as needed. At the start of the year, students and families who needed more frequent touch points were in contact with school staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase online assessment and learning platforms and/or applications to support distance teaching and learning	$2,076	$6,297	Y
Training Associate Teachers to deliver synchronous and asynchronous instruction and small groups support	$1,232	$	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences in the actions and services identified.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

A success was the training Voices provided to our teachers in addressing unfinished learning in math for our incoming and founding 1st graders, who had major gaps from kindergarten going into distance learning in Spring 2020. We did this in our summer training and then throughout the year during teachers' monthly planning days. Teacher feedback was positive on these training sessions around understanding standards and the major work of the grade. Teachers also learned how to prioritize certain standards for accelerated learning rather than remediation, per multiple researched recommendations (including from our partner organizations, Achievement Network and Navigator/Accelerator). We walked teachers through using the Coherence Map by Achieve the Core in order to understand what gaps might need to be addressed in whole group or small group instruction prior to jumping into a unit in math. We gave diagnostic assessments at the start of the year in order to understand what gaps students were coming in with. A challenge was that in order to not impact instructional days, these assessments were given asynchronously. Teachers ended up spending much more time having to set up the assessment, which interfered with instructional time so these assessments were not done consistently throughout the school year. However, Voices still put much effort, training and coaching into math data meetings. We updated our math weekly data meeting tracker and provided key grades weekly coaching or comments/feedback using the Google Suite. Weekly data meetings helped each grade level measure learning status, reflect on what worked or did not work in distance learning and make a plan for reteach. Some plans included specific language learner strategies or small group support. We continued to have our interim assessments with our 3-day data-dives with teachers and Education Specialists. Out of those 3-day deep dives into data, our teachers would come up with plans to support students who were behind, including those in subgroups. As a result of this focus on tracking data weekly and reflecting on instruction, we were able to see major growth from benchmark 1 to benchmark 2 on our interim assessments in math. For example, kindergarten proficiency levels increased from 32% proficient to 55% proficient in one benchmark, while 1st grade went from 13% proficient in math to 60% proficient in math in one benchmark.

We knew that literacy was taking a hit being delivered to our k-1 students online in September through March. Still, we chose to focus on literacy as a school. Our teachers engaged in weekly training sessions focused on shared reading and guided reading. At first, we tackled how to deliver these lessons in a virtual setting in a weekly lesson study where teachers prepared for shared reading and guided reading together. A challenge was in how to show students literacy skills such as holding a book the right way, pointing to each word, in a virtual setting. We were able to use platforms such as BookNook, RAZ Kids and other online book platforms in our virtual guided reading. Our first benchmarks results for literacy showed that we were not making the impact we wanted to. We zeroed in on foundational literacy skills in training and coaching. Each week we did an additional lesson study on foundational skills such as CAPS, phonemic awareness and digging deeper into our curriculum and assessments. Voices ATs were

also trained in foundational literacy skills. They led sight words and fluency instruction online while teachers pulled small groups for virtual guided reading in Zoom breakout rooms. As a result, we had growth in all areas of early literacy on the STAR/Renaissance early literacy assessment. 1st grade in particular had double digit points growth in the percentage of students proficient in areas from phonemic awareness, to phonics, to concept of word to sentence level comprehension. Our students are still not at grade-level in reading, but many made growth on sight words and the CAPS assessment from benchmark 1 to benchmark 2.

For English Language Development, as previously mentioned, Voices is proud we provided 4 days of designated ELD instruction in distance learning. Teachers were given a pacing calendar, though a challenge was timing. We found that online lessons took longer to deliver than in-person lessons. We also had 15 minutes less for ELD than usual - the reason for that being we were trying to provide a high quality program while trying to balance teacher/parent feedback on screen time. That, coupled with only 4 days a week made for much slower pacing. As a result, teachers tended to get through half the units they normally would in a school year. We are looking at this as a focus in the next year.

For students with special needs, we addressed learning loss in several different ways. While our regular student schedule typically ended by 1:30 or 2:15 pm depending on the grade, special education supports continued after 2:30 pm with students meeting with our school team members or external providers for speech, OT, counseling, etc. As previously mentioned, we also opened up a cohort for those students in November. It ran a few weeks before COVID-19 levels rose again. We opened the 4-day cohort again in February/March of 2020 and continued with it when we brought our students back for our hybrid plan.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes include the following:

- A high-level SEL PD was conducted for staff in October 2020 to introduce HEARTS Trauma-informed Principles for promoting school and community success. Prior to Hybrid re-entry in April 2021, a more in depth SEL PD covering each of the HEARTS Trauma-informed Principles was covered in detail with examples of how to implement each principle in the Hybrid model with students in person and on screen.

- Voices selected the Toolbox Project as a supplemental SEL curriculum and leveraged these lessons across grades. The Toolbox Project naturally encourages social equity through empathy, understanding, and 12 skills or practices to navigate the complexities of everyday life

- Voices partnered with a third party (Panorama Education) to conduct a pre Teacher and Staff Well-being and Adult SEL survey to measure the professional well-being and capacity of teachers and staff to support every student socially and emotionally. A pre-survey was conducted in the fall of 2020

with an 83% response rate. This strong response rate allowed us to identify areas of strength and areas of opportunity with Teachers and Staff respectfully. A post-survey is being conducted in spring 2021.

- Voices also conducted two pre Student SEL surveys (Student Competency and Wellness, and Student Supports and Environment). These surveys were administered to 4th through 8th grade students. The Student Competency and Wellness survey reflected several areas of strength such as Supportive Relationships and Classroom Effort. The Supports and Environment survey reflected several areas of strength such as Teacher Student Relationships and Rigorous Expectations.

- Voices conducted a Network-wide Parent Education series to stay connected and engage the parent/guardian community on relevant topics given the virtual learning environment. The objective was to provide families/guardians with information to reduce anxiety and stress related to supporting their students at home so parents/guardians felt better equipped. Topics included: Making Technology Work for You, Feeling Successful as a Parent in the Virtual Learning Setting, Social/Emotional Wellness, Stress Management and Building coping skills for Parents/Guardians, and Building Assets and a Positive Climate at Home.

Voices conducted a Network-wide Family and School Relationships survey for the parent/guardian community to gather actionable data on the following:

School Climate - Perceptions of the overall social and learning climate of the school;

Barriers to Engagement - Factors that can create challenges for families to interact with or become involved with their child's school - area of strength;

School Safety - Perceptions of student physical and psychological safety at school - area of strength and;

Family Support - Families' perceptions of the amount of academic and social support that they provide their child with outside of school - area of opportunity.

Voices previously used hard copy surveys, however, given Voices families had been more exposed to technology given the virtual setting, we opted to implement an online survey which resulted in a 72.6% response rate. This response rate was quite successful given the COVID-19 fatigue parents/guardians were experiencing and results were extremely favorable.

- Voices utilized a tiered approach to address student social emotional and mental health concerns:

- Tier I strategies target all students and most students can be successful with this level of support.
- A Tier I strategy used on a weekly basis is Plaza Comunitaria which teaches and reinforces Voices core values (Si Se Puede Attitude and In Lak'Ech), school-site values (Activism and Scholarship) and character traits and is an opportunity to celebrate successes and build culture. This weekly activity promotes connectedness for students and community building which serves to provide a sense of stability for students. Another example is regular classroom check ins with students to hand out Character Counts! Tickets as a way to acknowledge character traits being promoted.

- Tier II supports are for students that need a little more attention and support. They need adults to know them a little bit better in order to know what adjustments need to be made. Voices Parent Liaison and other school leadership staff took the lead on these actions as the re-engagement team.
    - Tier II strategies included Parent Liaison monitoring attendance and engagement, regular communication with parent/guardian via phone, text and email on observations and feedback from the Teacher.
- Tier III supports were needed by a very small fraction of the student population (less than 2%). Students and families received individualized support and modifications. These plans were adjusted for students as needed.
    - Tier III strategies included: referring students to outside support and providers, creating specialized student plans for participation, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), implementing a behavior plan and supporting teachers with strategies to meet students specific needs.
- Principals utilized teacher huddles, teacher team meetings and individual teacher meetings to check on teachers' well- being on a regular basis.
- Voices developed a Culture Newsletter to be distributed to all staff in December 2020 and April 2021 which included a Social Emotional Focus for staff as well as an acknowledgements section.
- Voices conducted a Core Value Awards cycle Nov/Dec 2020 and April 2021 to acknowledge Voices staff who are role modeling any of Voices Core Values. Any staff member at Voices may nominate anyone with the Network.

Challenges included the following:

-Attendance was less consistent during synchronous sessions, in comparison to traditional in-person classrooms, therefore impacting the availability of students as SEL surveys were administered.

- Given the prolonged impact of COVID-19 and need for parent/guardian support during virtual learning, in many cases, parents supporting multiple students at home and juggling working from home, parents'/guardians' bandwidth was stretched thin. This impact to parents'/guardians schedules resulted in the Parent Liaison having to make more attempts to connect with parents/guardians to discuss/review needed Tier II strategies then in previous settings as they were less available to take these calls.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes include the following:

- Voices utilized a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English):

- Tier I strategies target all students
  - Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance via text messages to the whole school population.
- Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Voices Parent Liaison and other school leadership staff took the lead on these actions to form the re-engagement team.
  - Tier II strategies included Parent Liaison monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian to discuss impact on learning as a result of being absent and check ins with students.
- Tier III supports are needed by students demonstrating chronic absenteeism.
  - Voices created a chronic absenteeism tool which allowed the Parent Liaison and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent.

Challenges included the following:

- Parents/guardians experiencing pandemic fatigue several months into the school in addition to the needed support during virtual learning. Many families were supporting multiple students at home and juggling working from home, not to mention that many Voices families were faced with financial hardship. This resulted in parents'/guardians' bandwidth being tested daily with the resulting impact being the Parent Liaison having to make more attempts to connect with parents/guardians to discuss/review needed Tier II strategies then in previous settings. The Parent Liaison remained diligent and was eventually able to connect with families to support Tier II strategies and connection to community resources.

- Parent Liaison had to repeatedly reset and remind parents/guardians of the expectation of attendance on asynchronous mornings in addition to the importance of parents/guardians enforcing, with consistency, that school work get completed.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The U.S. Department of Agriculture Food and Nutrition Service announced waiver extensions through the end of June 2022, so Voices will continue providing free nutritious meals to our in-person and distance learners. Although student meal applications were not required for students to obtain a meal,

Voices collected 100% of meal applications via regular mail and during scheduled family work packet distribution days. Additionally, school site assistance was made available to support any families who need help filling out the meal application. Families mailed their application to the school site in a self addressed stamped envelope.

Voices provided school site staff and families training on safety protocols for those students consuming their meals in the classroom during hybrid instruction in order to maintain a safe environment.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff Roles and Responsibilities	Hire COVID-19 Liaison to advise and assist school staff to implement COVID protocols.	$3,200	[$ 0.00]	N
N/A	Translation services for written parent resources and communications	$1,500	NA	N
Mental Health and Social and Emotional Well-Being	Tiered social worker support services	$672		Y

Mental Health and Social and Emotional Well-Being	Purchase SEI curriculum	$620	$2,584	Y
School Nutrition	Providing nutritious meals to all students	$4,808	$19.602	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences in the actions and services identified.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Voices learned a variety of important lessons that will impact our goals and actions moving forward. They are broken down into the following sections:

Access to standards-aligned materials

-Voices will continue to support teachers' understanding of the curriculum in ELA and math by providing professional development and regular coaching. Regardless of in-person or distance learning, our teachers need content knowledge development in order to better understand how to modify lessons or how to respond to student data. We continued to have weekly data meetings, but we still saw gaps in teachers' understanding of what strong reteach lessons look like. A prepared coach to guide teachers is essential in creating strong reteach plans that serve all of our students, but our subgroups in particular.

-Training our associate teachers (ATs) was key in this year of distance learning. Having Voices ATs attend summer training with teachers was well received by staff at all levels. It made distance and in-person instruction much more effective. Voices also trained ATs alongside teachers for in-person instruction. We would like to continue training our ATs during the summer and throughout the year, on engagement strategies as well as the instructional pieces they own. This year Voices needed to provide them with a laptop to support distance learning, which was not provided to them in previous years. We would like to continue to provide them this technology in order to plan for their work with small groups at school when we return to in-person instruction this year and in future years.

English Learners support

It was exciting to be able to provide all teachers with designated ELD and Systematic ELD training, which was our response to a request we had heard for many years. However, providing this training to all teachers meant we had to purchase more curriculum and teacher training manuals. We do see this as a continued area of focus. Voices will continue to develop teachers' understanding of language development and both designated and integrated ELD. Additionally, Voices will add staff that can lead this work at the school site so that we can have a Student Services Manager focused on special services and an English Learner Specialist who can focus on ELD training and coaching.

Special Populations Pupil Achievement

We were proud of our work in providing regular services to students with IEPs even in a remote setting. We want to build on this work by strengthening the internal supports we provide students.

Overall pupil achievement and learning loss

Voices will continue to use formal and informal assessments to track pupil progress. This means continuing and strengthening our use of online learning platforms that are differentiated and adaptive for students (Achieve3000/SmartyAnts, Dreambox). It also means training our intervention teachers to review this data regularly to share updates with the rest of staff.

We will continue to use our interim assessments and partner with Achievement Network to look at data. These interim assessments help us see where we stand overall and make plans for individual students.

We will continue to use some of the software we purchased for distance learning which made instruction both engaging but also helped teachers track data more effectively such as GoFormative.

Student Engagement

While Voices maintained a strong attendance rate throughout the year, we see disengagement from students of concern. However, we want to continue to partner with our parents and provide supports for these students.

Given the COVID-19 pandemic and cause for concern about students' mental wellness, we adopted a Socio-Emotional curriculum this year and will continue this work next year. Voices is considering hiring additional middle school staff to focus on advisory curriculum and engagement activities for our middle school students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue to assess pupil learning loss and address it in the next few years. Our 2021-24 LCAP includes key strategies around assessment, engagement, teachers support and specific tiered student support.. We will continue to use formative assessment to gauge learning progress for our students and use that data to differentiate instruction as needed or provide more specific interventions. We have learned many strategies about re-engaging students and families and training staff on engagement. The 2021-24 LCAP includes actions to support specific students or groups that could disengage due to learning loss. Finally, we know that our traditionally underserved populations such as students with special needs and English Learners will most be impacted by the pandemic-related learning loss. We are working to address that learning loss by trying to extend associate teacher hours, providing consistent coaching and training, providing training and coaching to teachers on how to accelerate learning of these students, training on how to use the curriculum to provide strong tier 1 and tier 2 instruction, and strategies for how to differentiate in the coming years.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences in the actions and services identified.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The data and reflections represented here have helped us create our 21-22 through 23-24 LCAP. Our goals for that LCAP include a focus on English Learners, Students with Special Needs, increased staffing and training, and stronger student and family engagement.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of

actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

· Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

  To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant

to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education

January 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Stockton	Javier Hernandez (Principal)	jhernandez@voicescharterschool.com (209) 942-1130

Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

Voices College Bound Language Academy is a diverse and innovative school, serving a high needs community with the mission to “prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program.”

We currently serve 46 Kindergarten-1st Grade students across our school. Our student population is 7% English learner (EL) and 71% are classified as Low Income, our LCFF Unduplicated count is 71%. (Data from Dataquest) Our students represent a variety of backgrounds and experiences, with our most significant populations identifying as Hispanic/Latino; other ethnicities include White, African American, and Asian.

We believe in our students, and we believe in the power of the values that drive our efforts to support our students to succeed. At the center of all is In Lak’ech, the philosophy of loving and caring for one another because we are one. “Si Se Puede” Attitude, Scholarship, and Activism then take our students into a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Voices which is the Schoolwide Program; herein referred to as the LCAP. Voices College Bound Language Academy at Stockton’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements by focusing on four broad goals: Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model; Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports; Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community; Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction.

Voices College Bound Language Academy at Stockton completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Council. The English Learner Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Voices based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Here are some successes from the 2020-21 school year based on local data. As a school in its first year, Voices Stockton does not have Dashboard data:

- We were able to have significant growth from benchmark 1 (fall 2020) to benchmark 2 (winter 2021). In foundational skills STAR assessment, both kindergarten and 1st grade students had growth. 1st grade in particular had double-digit increases in the percentage of students proficient in literacy skills on that assessment. In math, the school increased proficiency from benchmark 1 to benchmark 2 as well. There were increases of 23 percentage points and 47 percentage points in kindergarten and first grade math proficiency, respectively, on math interim assessments.

- We attribute this to providing a robust distance learning program that included live teaching in ELA, math and reading in ⅔ of the year. With our distance learning, students had live literacy blocks in English and Spanish and live math for 4 days a week. In addition, small group work continued with associate teachers or teachers working with students who needed more support. We were also able to mitigate significant learning loss by continuing with our strategies and principles on weekly coaching, weekly professional development, weekly data analysis

and weekly intellectual preparation (lesson internalization). We then had success in bringing student snack for in person learning in April of 2021.

- We met all of our local indicators.

- Voices provided English Language Development training to all of our K-1 teachers. The training included 5 different sessions that covered our ELD curriculum or spoke to ELD strategies and background, including understanding the proficiency levels of students and what structured language practice looks like. Prior to this year, we only provided this training to teachers of Systematic ELD.

- We did deep dives into interim assessments called the ROCI cycle, where student work is individually reviewed. As a result, teachers are able to plan whole-group reteach lessons or small group and one-on-one supports. This also helped the teacher and admin team focus on “target students” or students who would be a focus and represent the class. This data was reviewed regularly.

- We implemented weekly intellectual preparation planning sessions and weekly data meetings. Based on local data, the principal worked directly with grade-levels and teachers that needed more support in order to increase student outcomes. These sessions also helped teachers understand the math standards and to construct exemplars before teaching a lesson. We held training sessions on questioning in math.

- We continued our weekly math and guided reading or foundational skills observations for teachers. Feedback was provided on a platform called Whetstone for teachers to review but we also had virtual coaching sessions and once in-person school started, we had live coaching in the classroom.

- Teachers also engage in a weekly lesson study in guided reading and a weekly professional development session around foundational skills led by the principal and/or network leaders. Teachers reviewed lesson plans together, and watched each other’s videos to grow in a professional learning community.

- All support services were provided to students with IEPs. Services such as speech and occupational therapy were provided online during distance learning.

- We were able to provide some in-person support to cohort groups before our general population was invited back on campus. These groups included students with IEPs and students who needed behavioral supports.

- We were able to provide Chromebooks to all families who requested one throughout the year during distance learning and hybrid in-person instruction. Families who did not have a laptop or tablet for each student could request one from the school site.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on local data, we have identified some areas of need. As a school in its founding year, we do not have Dashboard data yet.

- We have been working hard on attendance and chronic absenteeism at Voices Stockton. We implemented a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English) during 2020 and 2021, and it will continue to be a focus moving forward. Tier I strategies target all students. Tier I strategies target all students Tier I strategies included sharing flyers with

parents/guardians on attendance expectations, including reminders on attendance via text messages to the whole school population. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Voices Parent Liaison and other school leadership staff took the lead on these actions to form the re-engagement team. Tier II strategies included Parent Liaison monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian to discuss impact on learning as a result of being absent and check ins with students.Tier III supports are needed by students demonstrating chronic absenteeism.Voices created a chronic absenteeism tool which allowed the Parent Liaison and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent.

Local data indicates that guided reading instruction is still an area of need in both Spanish and English (or a student's native language). Overall 9% of our students were at grade level in reading after a year of distance learning and some hybrid instruction. While we engaged in a lesson study weekly whether in person or online, our students still struggled with literacy throughout the year. We focused on improving student reading levels after benchmark 1 and benchmark 2 and after benchmark 2 we saw growth in foundational skills. While we were able to move many students out of pre-A levels by focusing on Concepts about Print Skills, we still have many students below grade level in reading. We particularly saw that when students returned to in-person learning, there were more gaps in literacy than our online running records and Concepts about Print (CAPS) tests had indicated, so we had to return to some foundational skills teaching. We will continue to focus on this next year in our teacher training and data analysis.

As we get ready to open 2nd grade next year, we are also gearing up for ELA interim assessments starting in 2021-22. We will add in ELA curriculum training next year and analysis of grade-level standards.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This LCAP address supports for students and staff coming off of a year of mostly distance learning in 2020-21. It also addresses pupil learning loss as a result of COVID-19 pandemic. We reviewed our internal data and stakeholder input to create 4 goals. These 4 goals address all 10 of the state priorities. Altogether they promote the achievement of all students, and in particular key subgroups of English learners, they ensure our teachers are supported to deliver high-quality instruction, and that our school community (parents, students, staff) are engaged in a number of ways.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Voices Academy knows the importance of stakeholder engagement, as it leads to developing an effective plan for the school and student success. Voices Academy has used several structures to effectively communicate and engage key stakeholders in the Local Control and Accountability Plan (LCAP). The process involved numerous annual meetings and surveys with stakeholders to engage them in the LCAP goals and actions.

Throughout the year, Voices Academy held ELAC meetings, workshops, and Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. ELAC fulfills the role of the LCAP parent advisory committee. In addition, an LCAP overview was presented to stakeholders and a feedback survey was sent out using our communication platform, ParentSquare. All materials were provided in English and Spanish. The following meetings listed below were hosted by Voices and stakeholder feedback was collected.

<u>Opportunities for parents to discuss these topics:</u>

Cafecitos: Once a month

ELAC Meetings: March 25th, April 22nd, May 20th

Parent Workshops: April 8, May 6

LCAP Overview Meeting for Staff and Parents: May 6th

<u>Special Education Consultation:</u>

March 3rd, 8th, 30th

April 6th, 13th, 27th

May 4th, 11th, 19th, 28th

June 11th

A summary of the feedback provided by specific stakeholder groups.

A summary of the feedback provided by specific stakeholder groups are listed below.

<u>Strengths included:</u>

Annual SEL survey topics (staff and parents/guardians)

School climate rated positively:

Staff 93%

Feedback and Coaching rated positively:

Staff 83%

Professional Learning rated positively:

Staff 76%

School Safety rated positively:

Parents/guardians 92%

School Climate rated positively:

Parent/guardians 87%

Strengths of LCAP stakeholder survey:

86% of respondents reported they were highly satisfied or satisfied with efforts to address student emotional wellbeing.

86% of respondents reported they were highly satisfied or satisfied with efforts to support family and pupil engagement.

100% of respondents were highly satisfied or satisfied with in person instruction and safety.

71% of respondents reported they were highly satisfied or satisfied with distance learning.

86% of respondents reported they were highly satisfied or satisfied with efforts to mitigate student learning loss.

Areas of opportunity included:

Annual SEL survey (all staff and all parents/guardians).

38% of teachers reported school leader communication of important information to staff was effective.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Voices thoroughly reviewed data and stakeholder input in the development of the LCAP goals and actions.

Voices will hire a Parent Liaison and provide more opportunities for parents to participate in school and to keep parents informed. **Goal #3**

Additionally, we will continue to focus on student wellbeing by supporting them to build coping skills. We will continue to implement an SEL curriculum **Goal #3**

Voices will also provide additional academic support for students to mitigate learning loss. We will hire additional associate teachers to provide small group instruction and tutoring and provide adaptive technology intervention programs. **Goal #2**

And Voices will provide more coaching for teachers so that they can deliver highly effective instruction. **Goal #1, #2**

Special Education Consultation:

In terms of students with special needs, we discussed during check-ins the need for School Services Managers (SSM) at the school sites, the progress of our SSMs, and the training needed for them. We review their feedback from quarterly surveys too. In terms of SWD data, we review it during each PROCI cycle as an academic team and consider what is missing in our program. We discussed increasing inclusive practices and co-teaching. We discussed the need for more ELD training for teachers and more SIOP training for leaders.

Goals and Actions

Goal 1

Goal #	Description
1	Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model. (Priority 2, 4A, 4C, 4D, 8)

An explanation of why the LEA has developed this goal.

A percentage of our population is made up of English Language Learners (ELs) and all of our students are language learners in our dual-immersion program. The majority of our students who are ELs also fall into our SED subgroup. Teachers and school leaders have also requested additional training and support with implementing English Language Development (ELD) and language learner strategies. Given that this is a typically underserved population and that the gap widens as grades go up, we are choosing to be proactive and to focus on this subgroup in advance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (Overall performance in SBAC)	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 2)				All Students - 50% proficient on SBAC ELA or math English Learners 30%
CA School Dashboard- English Learner Progress Indicator (ELPI)	NA - no data given this is our first year				55% of English language learners progress at least one level or maintain

The percentage of current English Learner students who progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4					
Data Quest Percentage of students redesignated Fluent-English Proficient since last census	NA - no data given this is our first year				15% reflassiciation rate

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic ELD and SIOP Teacher Training	If we train all of our K-2 teachers in both Systematic ELD (by EL Achieve) and the Sheltered Instruction Observation Protocol (SIOP) models then all of our teachers will increase their knowledge of language learner strategies. This will result in teachers making the best instructional moves for language learners throughout our day (for both Spanish and English learners per our dual immersion model) which is needed based on our current EL subgroup data.	$3,300	Y
Action 2	ELPAC administration	If we train our associate teachers to proctor initial and summative ELPAC then we are able to have data to review with teachers during ELD training, make student groups for designated ELD and address EL gaps via instruction. This will result in more targeted instruction for English Learners in both designated and integrated ELD based on their proficiency, strengths and development because currently our data shows we can improve our instruction of ELs.	$2,000	Y

Goal 2

Goal #	Description
2	Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports (1B, 2, 7, 8)

An explanation of why the LEA has developed this goal.

Our local data indicates that two subgroups of concern with academic achievement are students with disabilities and socioeconomically disadvantaged students in reading and literacy skills. Our internal reading and math interim assessment data shows that while some students with disabilities are performing similarly to their general population counterparts in math, our students with disabilities are still having challenges in foundational skills and reading. Special education staff and general education teachers and associate teachers have both requested support with differentiation strategies in the classroom. Our response to COVID-19 pandemic and distance learning also helped us realize how key our associate teachers were in supporting students and mitigating learning loss. Associate teachers and their training proved invaluable to helping us make progress with our students and will be even more vital as we look to come back to school in person and close an even wider gap for socio-economically disadvantaged students, students of color, English Learners and students with special needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-8 in Benchmark 2	45% of students proficient in 20-21				45% of students meet proficiency in Benchmark 2
Internal ELA Assessment in Benchmark 3	Not available in 20-21. Will start with 2nd grade in 21-22				30% of students meet proficiency in Benchmark 2
Running Records/Reading in Benchmark 3	22% of English Learners proficient in reading, native language				35% of English Learners proficient in reading, native language
Professional Development Calendar*	100% of teachers receive academic content and performance standards				100% of teachers receive academic content and performance standards

	professional development				professional development
Curriculum and Assessment inventory/ procurement list*	100% of students have access to standards-aligned materials				100% of students have access to standards-aligned materials

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Benchmark Assessment Licenses and Screeners	If we purchase benchmark assessment licenses and systems (such as Illuminate, NWEA/MAP, STAR/Renaissance, LAS Links, Achievement Network interims, Illuminate), we will have the data on how our subgroups are performing in ELA and math at the start of the year and three additional times throughout the year. We can then use this data to reflect on instruction and drive instruction for small groups, specific students or the whole group supports. We will purchase a PKRS kindergarten screener test to determine which incoming students may already need interventions, class supports, student success team support or additional tests. We can identify students with special needs early on.	$6,000	N
Action 2	Standards Aligned Core Curriculum	By purchasing curriculum for ELA (EL Education), we are providing all students with access to high-quality complex grade-level work, especially unduplicated students. Much of the curriculum includes strategies for subgroups, including ELs. This will help us stay focused on both the work of meeting students where they are at but also accelerating students' achievement by focusing on grade-level work. Curriculum includes both student and teacher materials.	$3,275	Y

Action 3	Staff Coaching support	If we provide staff with coaching support we can support teachers with their data-analysis skills during data meetings, with professional development and coaching/observations, with their engagement techniques with real-time coaching and help them plan for small group reteach, tier 1 and tier 2 strategies or specific student needs. This will help us increase academic achievement for all students, but in particular for students with special needs and socioeconomically disadvantaged students.	$118,876	Y
Action 4	Associate teachers in grades K-4 (Title I)	Provide associate teachers in primary grades in order to provide academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, by providing daily enrichment to students. This creates more adult:student ratios and differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	$137,250	Y
Action 5	Technology and programs for adaptive intervention programs	Purchasing classroom programs for blended learning will allow us to provide intervention lessons to students in ELA and math. These programs may include Dreambox, Achieve3000/SmartyAnts and their associated professional development costs. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content.	$15,628	Y
Action 6	Formative assessment programs	If we purchase informal assessment and participation systems (such as GoFormative), we will have daily and weekly data to review in data meetings. We can then use this data to reflect on instruction in smaller cycles and impact instruction for small groups and specific students. Our associate teachers, special education teachers and general education teachers can work to pull small groups.	$3100	N

Action 7	LAS Links administration	If we purchase and train our associate teachers to proctor LAS Links (Spanish language proficiency) to measure spanish language development our teachers will have data to know where their students all land in terms of language development. They can then modify lessons or better integrate language learner strategies in specific Spanish language or content area lessons.	$1000	N

Goal 3

Goal #	Description
3	Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community. (1C,3A,3B, 5A, 5B, 5C, 6A, 6B, 6C, 7, 8)

An explanation of why the LEA has developed this goal.

Internal data and observations, and family input indicate that student engagement is an area to address. Based on the school Dashboard, Chronic Absenteeism is an area to improve. Additionally, our internal tracking systems show that while overall attendance goals are regularly met, there is a select group of students who we need to target and engage for attendance, particularly in the upper grades. Almost 1.5 years of distance learning due to the COVID-19 pandemic,. students need to rediscover the joy in school and a focus on their social emotional well being in addition to academics will help us accelerate learning for them longer term. We did implement the ToolBox Project curriculum to address socio-emotional learning this year, and it was implemented well for its first year. However, additional staff and training is needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in decision making* Sign-in sheets/survey counts	92% survey response. No baseline (sign in sheet) parents/guardian participation LCAP meetings				At least 70% of parents/ guardians will participate in the post Annual Family-School Relationships survey. Parent/guardian attendance at LCAP meetings will

					increase year over year.
Parent participation in programs for unduplicated pupils* Sign-in sheets and training dates	No baseline				At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class
Average daily attendance rates as of **May 2nd** (P2)	No previous data data (due to school opening in 2020-21)				Attendance rate of ≥ 95% for All students Attendance rate of ≥ 95% for ELs Attendance rate of ≥ 95% for low SES
Chronic Absenteeism rate as of **May1st** (Voices Chronic Absenteeism tool)*	No previous data on CA Dashboard due to school opening in 2020-21 ALL - 24.1% Per Voices Chronic Absenteeism Tool				<10% Chronically absent per Voices Chronic Absenteeism tool

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Parent Liaison	Voices will hire and retain a Parent Liaison that promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Parent Liaison will train staff on the use of our social emotional Curriculum and oversee enrichment programs at the school for TK-2.The Parent Liaison will	$53,014	Y

		provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students		
Action 2	Enrichment Activities and AdvisoryCurriculum	Voices will purchase enrichment activities and supplies for students and a SEL curriculum for all students. This includes CCSS aligned arts enrichment curriculum licensing and materials, as well as physical activity programs such as dance enrichment and ToolBox Curriculum. Advisory will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas	$2,800	N

Goal 4

Goal #	Description
4	Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction. (Priority 1A, 6C)

An explanation of why the LEA has developed this goal.

We serve a traditionally underserved low-income, Latino and English Learners student population. This group has been hit particularly hard with COVID-19 pandemic related learning loss. While we were able to provide a strong virtual and hybrid program in 2020-21, research and our own internal data has shown that students did not make great growth. In particular, our K-1 students have faced challenges in literacy instruction online and we expect that we will need highly-trained teachers to support this learning loss. We want to make sure our teachers have the mindset, will and skill necessary to tackle the challenges of post-pandemic education and who can help us reach positive student outcomes. Coupled with the California teacher shortage before COVID-19, and that many educators are leaving the profession after a year of distance learning, we foresee a challenge in being able to fill these roles. We know pandemic related learning loss will have an impact on students in the years to come as well, and the more we can develop and retain highly-qualified, mission-driven teachers, the better for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed teachers complete induction program (Voices BTSA list)*	100 % Eligible Teacher complete induction program within eligibility period				100 % Eligible Teacher complete induction program within eligibility period
Percentage of properly credentialed teachers (SAmRC)*	100% teachers with appropriate permit or waiver credential				100% teachers with appropriate permit or waiver credential

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction Program	Continue to implement the induction program for new teachers.	$7,000	N
2	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	$315,845	N
3	Summer Professional Development	If we provide high-quality summer training on our academic program and mission/vision, our teachers will have the skills and a clear why as to the work. This will set them up for a strong start with students in the fall, and coaches can return to this training as a foundation for coaching teachers.	$2,500	N
4	School Leader Training	If we train our school leaders in English Learner practices and support them in implementation, they will be better equipped to coach teachers in English learner strategies.	$2,825	Y

Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

An explanation of how effective the specific actions were in making progress toward the goal.

N/A

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30%	$187,174

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs

There is no CA Dashboard data available because it was suspended in 2020 due to the pandemic and Voices Stockton is only in its second year of operation.

Actions

Based on a review of data, we have designed the 2022 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction with high levels of academic support. The academic support begins with small class sizes supplemented with Associate Teachers further reducing the student to teacher ratios in our primary grade classrooms and allowing for more individualized attention and instruction for students. We provide systematic ELD and SIOP Teacher training to ensure our English learners are progressing in their English language proficiency. All of our teachers receive coaching support, and our school leaders receive training, to ensure they can use the most effective teaching strategies for our highest need students.

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training

Goal 1, Action 2 ELPAC administration

Goal 2, Action 2 Standards Aligned Core Curriculum

Goal 2, Action 3 Staff Coaching Support

Goal 2 , Action 4 Associate teachers

Goal 2, Action 5 Technology and programs for adaptive intervention programs

Goal 4, Action 4 School Leader Training

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, and Reclassification rates. Current targets aim growth within the next two years for growth in the English Learner Progress Indicator to 55% and to increase our reclassification rate to 15%. We plan to use interim assessment data to gauge progress throughout the year on multiple subgroups including foster youth, language learners and low income students.

B- Climate and Culture

Needs, Conditions, Circumstances

There is no CA Dashboard data available because it was suspended in 2020 due to the pandemic and Voices Stockton is only in its second year of operation.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include providing a Parent Liaison that promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Parent Liaison will train staff on the use of our social emotional supports and coordinate enrichment programs at the school for TK-3.The Parent Liaison will provide parent/guardian education. This action is principally directed towards parents/guardians of unduplicated students, resulting in improved student success particularly for SED and EL students.

Goal 3, Action 1 Parent Liaison

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Voices Stockton school community. We will also measure progress toward a high attendance and low chronic absenteeism (see above).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Voices is increasing services for foster youth, English Learners, and low-income students 30% through the following actions:

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training $2,400 = 0.44%

Goal 1, Action 2 ELPAC administration $2,000 = 0.37%

Goal 2, Action 2 Standards Aligned Core Curriculum $3,275 = .60%

Goal 2, Action 3 Staff Coaching Support $118,876 = 21.91%

Goal 2 , Action 4 Associate teachers $90,274 = 16.64%

Goal 2, Action 5 Technology and programs for adaptive intervention programs $12,532 = 2.31%

Goal 4, Action 4 School Leader Training $2,825 = 0.52%

Total = 42.79%

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved**: Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
    - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
    - **Total Non-Personnel**: This amount will be automatically calculated.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 601,041	$ 29,391	$ 5,300	$ 38,680	674,413	$ 631,615	$ 42,798

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training		$ 2,400	$ -	$ -	$ 900	$ 3,300
1	2	ELPAC administration		$ 2,000	$ -	$ -	$ -	$ 2,000
2	1	Benchmark Assessment Licenses and Scre		$ -	$ 6,000	$ -	$ -	$ 6,000
2	2	Standards Aligned Core Curriculum		$ 3,275	$ -	$ -	$ -	$ 3,275
2	3	Staff Coaching support		$ 118,876	$ -	$ -	$ -	$ 118,876
2	4	Associate teachers in grades K-4 (Title I)		$ 90,274	$ 23,391	$ -	$ 23,584	$ 137,250
2	5	Technology and programs for adaptive inter		$ 12,532	$ -	$ -	$ 3,096	$ 15,628
2	6	Formative assessment programs		$ -	$ -	$ -	$ 3,100	$ 3,100
2	7	LAS Links administration		$ -	$ -	$ -	$ 1,000	$ 1,000
3	1	Parent Liaison		$ 53,014	$ -	$ -	$ -	$ 53,014
3	2	Enrichment Activities and AdvisoryCurriculur		$ -	$ -	$ 2,800	$ -	$ 2,800
4	1	Induction Program		$ -	$ -	$ -	$ 7,000	$ 7,000
4	2	Highly qualified teachers		$ 315,845	$ -	$ -	$ -	$ 315,845
4	3	Summer Professional Development		$ -	$ -	$ 2,500	$ -	$ 2,500
4	4	School Leader Training		$ 2,825	$ -	$ -	$ -	$ 2,825

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Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 285,196	$ 336,168
LEA-wide Total:	$ 280,796	$ 330,868
Limited Total:	$ 4,400	$ 5,300
Schoolwide Total:	$ -	$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training	Limited	English Learners		$ 2,400	$ 3,300
1	2	ELPAC administration	Limited	English Learners		$ 2,000	$ 2,000
2	2	Standards Aligned Core Curriculum	LEA-wide	English Learners, Low Income, Foster Youth		$ 3,275	$ 3,275
2	3	Staff Coaching support	LEA-wide	English Learners, Low Income, Foster Youth		$ 118,876	$ 118,876
2	4	Associate teachers in grades K-4 (Title I)	LEA-wide	English Learners, Low Income, Foster Youth		$ 90,274	$ 137,250
2	5	Technology and programs for adaptive inter	LEA-wide	English Learners, Low Income, Foster Youth		$ 12,532	$ 15,628
3	1	Parent Liaison	LEA-wide	English Learners, Low Income, Foster Youth		$ 53,014	$ 53,014
4	4	School Leader Training	LEA-wide	English Learners, Low Income, Foster Youth		$ 2,825	$ 2,825

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Coversheet

FS 22-23 LCAP Approval

Section: V. 22-23 LCAP Approval
Item: A. FS 22-23 LCAP Approval
Purpose: Vote
Submitted by:
Related Material: VoicesFlagship_LCAP_2022.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Voices College-Bound Language Academy

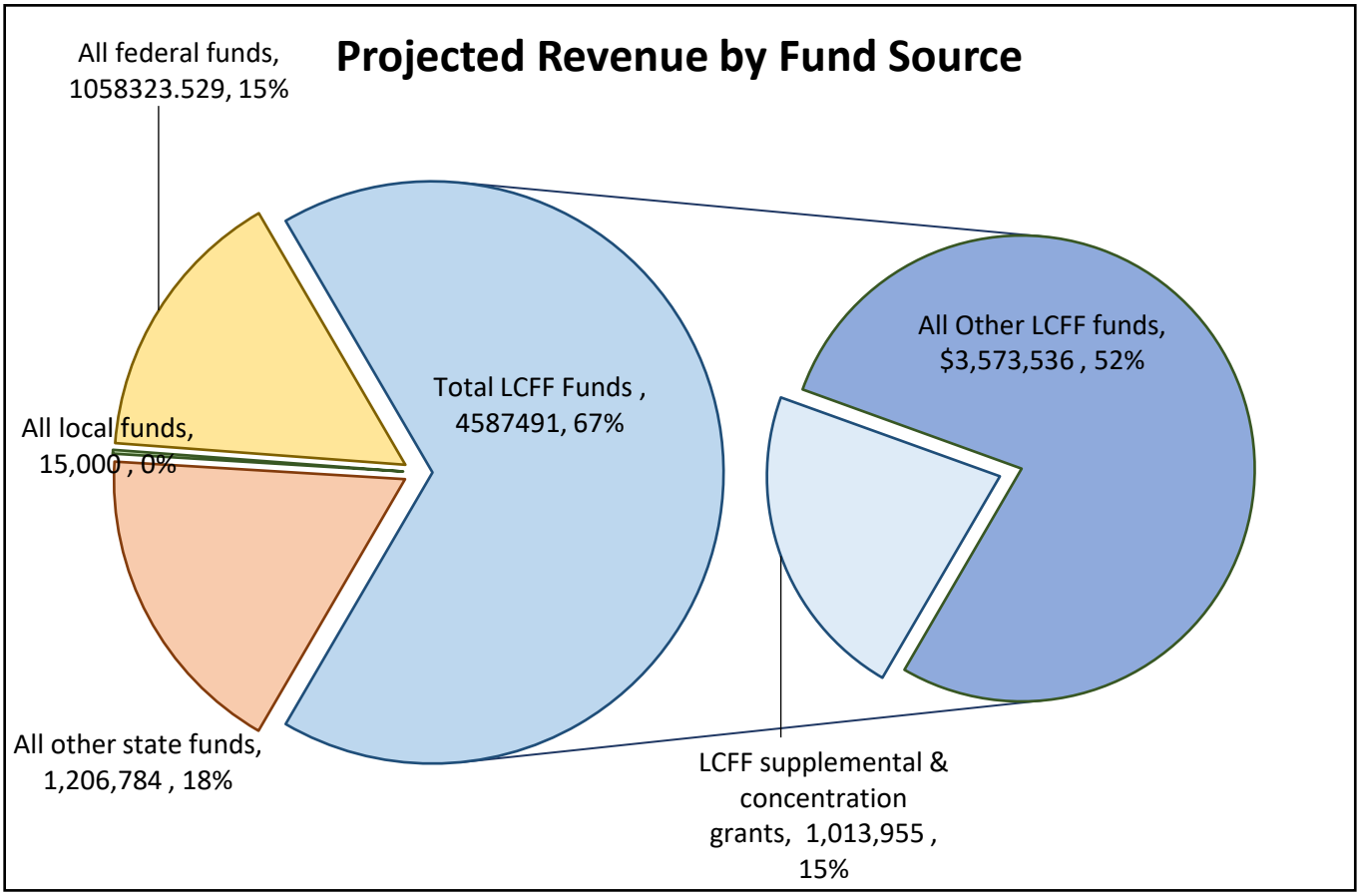
CDS Code: [Enter CDS code]

School Year: 2022 – 23

LEA contact information: Gabriela Quintanilla, Principalgquintanilla@voicescharterschool.com(408) 361-19

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

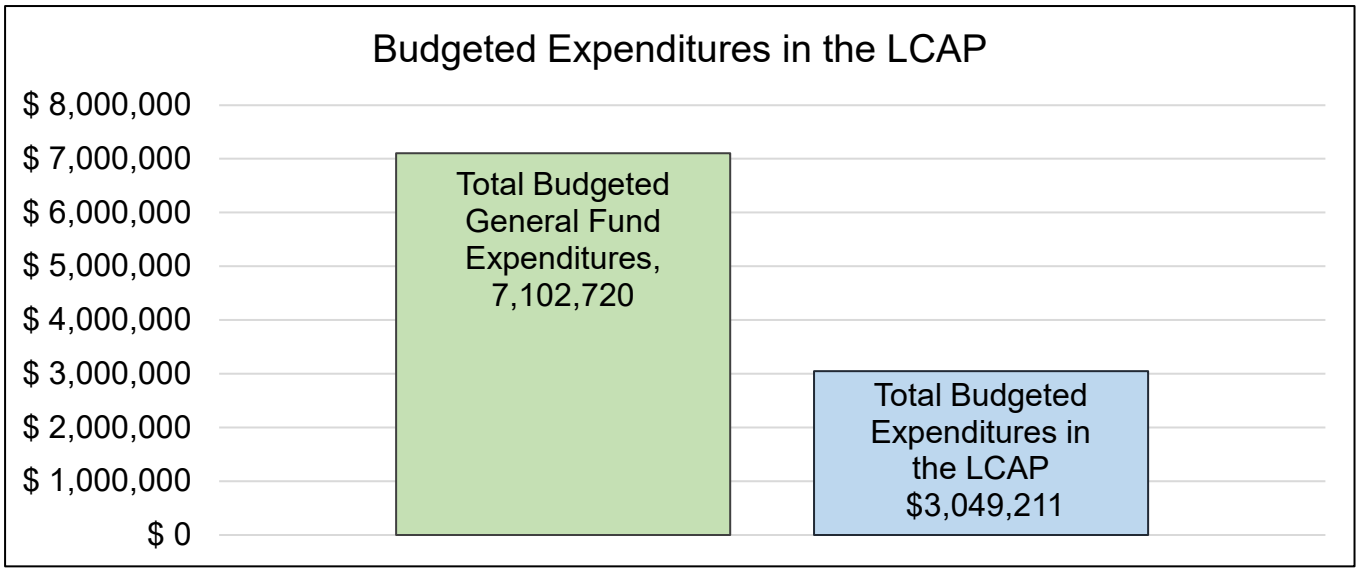


This chart shows the total general purpose revenue Voices College-Bound Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy is $6,867,598.53, of which $4,587,491.00 is Local Control Funding Formula (LCFF), $1,206,784.00 is other state funds, $15,000.00 is local funds, and $1,058,323.53 is federal funds. Of the $4,587,491.00 in LCFF Funds, $1,013,955.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Voices College-Bound Language Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy plans to spend $7,102,720.00 for the 2022 – 23 school year. Of that amount, $3,049,211.00 is tied to actions/services in the LCAP and $4,053,509.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

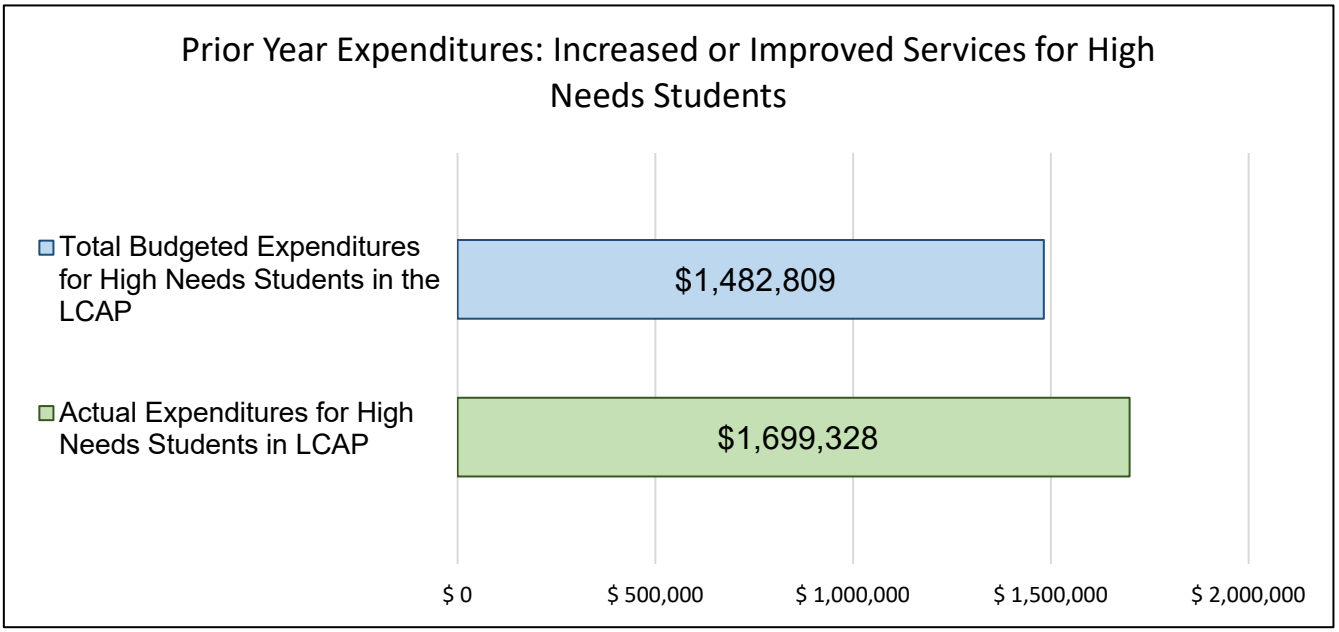
Business office expenses, special education services, nutrition program, oversight and legal fees, equipment leases, insurance, utilities

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Voices College-Bound Language Academy is projecting it will receive $1,013,955.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy plans to spend $1,010,935.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Voices College-Bound Language Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Voices College-Bound Language Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Voices College-Bound Language Academy's LCAP budgeted $1,482,809.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy actually spent $1,699,328.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Voices College-Bound Language Academy has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022 at https://voicesacademies.org/wp-content/uploads/2021/07/Flagship-LCAPMerged.pdf (p. 43-45)

Voices included the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the 2021-22 LCAP development process, and as such there was no additional LCFF funding to engage our educational partners around.

The board reviewed the Educator Effectiveness Grant plan on October 28, 2021 and approved the plan on December 1, 2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Voices College-Bound Language Academy is using the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students by hiring an additional Associate Teacher in primary grades in order to provide additional direct services through academic support. Associate teachers are needed to support and monitor the academic

achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, and by providing daily enrichment to students. This creates lower student to staff ratios and increases capacity to provide differentiated learning for all students. Voices College-Bound Language Academy is also using the additional funding to provide a school counselor to support students with the trauma and isolation experienced during the pandemic.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Voices College-Bound Language Academy has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as Voices sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following link and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic. Local Control and Accountability Plan https://voicesacademies.org/wp-content/uploads/2021/07/Flagship-LCAPMerged.pdf (p. 43-45)

Educational partners were engaged on the use of Expanded Learning Opportunities Grant plan funds on the following dates:

-November 2020 and May 2021 Pre and Post Parent, Student and Staff 3rd party Social Emotional Survey

-May 2021 Staff meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.

-May 2021 ELAC meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.

-May 2021 Parent Community Meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.

-May 2021 Stakeholder Survey to gather input for supplemental instructional and support services

-May 27, 2021 Board Meeting with opportunity for public comment on the Extended Learning Opportunities Grant Plan.

Voices Expanded Learning Opportunities Grant and ESSER III plans have 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 workshop 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 the ESSER III plan. School community members were 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 LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Voices College-Bound Language Academy is implementing the federal American Rescue Plan Act and federal Elementary and Secondary Emergency Relief expenditure plan through each of the actions in boldface type. Voices is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act with one staff person serving as our **Covid Liaison**. This staff member has been well-trained and able to implement clear protocols with regards to daily temperature checks and health reviews, Covid-19 testing, and social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. Weekly PCR testing is available for staff and students are referred to community health agencies for testing and vaccination. There are protocols for frequent hand washing and hand sanitizing, and hand sanitizing stations are available throughout the campus. Students and staff are required to wear face coverings both inside and outside except while eating. Surgical masks are required for all staff effective January 2022 Presentations have been created for teachers to share with students monthly on proper hand washing and mask wearing.

When students report feeling symptoms on the daily health and wellness survey, an alert is sent to the school and before the student can return to school, a negative COVID-19 test or a doctor's note is required. If students feel ill at school, they are sent home immediately. If students are exposed to COVID-19 at school, the school closes the classroom for the safety of all students. The school has increased regular school cleaning with **Custodial Support** this year, and also incorporated a deep cleaning protocol for a classroom any time there is an exposure.

As a result of this work and evidence of our success, there has been no school-based transmission prior to Winter Break. Data from the county indicate that the school case rate is lower than other schools in the county. One challenge with the strict exposure protocol has been frustration from parents about finding childcare when a classroom closes.

Continuity of Instruction has been impacted by the classroom exposures, but all students are sent home with independent study packets. The biggest challenge has been parents picking up packets and then students returning the completed packets when they return to the classroom. The school does allow fully vaccinated students to return to campus to complete their schoolwork, and it has been a challenge to find space for them to work while the classroom is closed for cleaning and disinfection.

Clerical Support has been crucial to our efforts at maintaining student and staff health and safety. The office staff at the school collects all health information from families and sends it to the COVID Liaison. Parent Square is used to send out updated health and safety protocols to families and referrals to testing and vaccination locations. The school has been successful at providing clear,

consistent communication to families. At the beginning of the school year, some families had technology struggles with completing the daily check in and office staff have been able to help them. Currently, the staff is outside each morning with iPads to ensure families can complete the daily health check.

The school prioritized retaining the **Teaching Staff** to maintain smaller class sizes this year to ensure all students receive the support needed after spending over a year in distance learning. The school has been able to retain most of the existing teaching staff despite lower than forecast enrollment and ADA and has successfully maintained smaller class sizes. Even with the additional funding available to retain the teaching staff, staffing has been challenging this year due to teacher resignations from pandemic-related job stress and the teacher shortage.

The school also prioritized providing **Instructional Support** by hiring an Intervention Teacher. Staffing this position has been very challenging. Due to regular classroom teacher resignations, the school asked the intervention teacher to take on additional duties resulting in the resignation of the intervention teacher.

Nutrition Consultants have helped the school streamline the food service program and ensure students receive nutritious meals each day. The meals are in compliance with the national school food standards and provided by a high-quality food services provider partner. The school provides all students a hot breakfast and lunch, as well as a cold snack. Due to supply chain and increased prices, the food service provider has shared that they will need to raise the prices they charge the schools, which may be a challenge down the road.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Voices is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. Based on our annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports. The ESSER III expenditure plan provides additional supports to address learning loss for students with Teaching Staff and Instructional Support that supplement the related LCAP actions (Goal 2, Action 4, p. 52; Goal 4, Action 3, p. 59).

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs, is also prioritized in the LCAP this year. The ESSER III expenditure plan COVID Liaison, Clerical Support, and Custodial Support actions supplement the Facility Maintenance action (Goal 3, Action 5, p.57) previously outlined in the LCAP. The ESSER III expenditure plan provides additional support for student well-being with the Nutritional Coaching action. This action is aligned to the LCAP, Goal 3 "Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community." Students need appropriate nutrition in order to learn.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy	Gabriela Quintanilla (Principal)	gquintanilla@voicescharterschool.com (408) 361-1960

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Voices College-Bound Language Academy is a diverse and innovative school, serving a high needs community with the mission to “prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program.”

In 2021-22, Voices College Bound Language Academy served a total of 403 students with diverse needs and backgrounds across Kindergarten through 8th grade. Approximately 283 (70.2%) of students qualify for Free or Reduced Lunch; 183 (45.4%) are English Learners; and 63 (15.6%) are Reclassified Fluent English Proficient. In addition, 48 (11.9%) students qualify for Special Education services. The LCFF Unduplicated percentage is approximately 77%. Our students represent a variety of backgrounds, with our most significant populations identifying as Hispanic/Latino (94.3%); other ethnicities include White (2.2%), African American (0.5%), and Asian (0.7%). Additionally, some students identify as having two or more races (0.5%). The unduplicated pupil percentage is approximately 77%.

We believe in our students, and we believe in the power of the values that drive our efforts to support our students to succeed. At the center of this, is our core values of In Lak’ech, the philosophy of loving and caring for one another because we are one and “Si Se Puede” Attitude, combined with our school-site values of Scholarship and Activism promotes a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Voices which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements by focusing on four broad goals: Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model; Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports; Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they

participate fully in student learning and the school community; Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Council. The English Learner Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Voices based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on the 2019 California Dashboard and local data, here are some successes from the 2018-19 school year:

- Our suspension rate is “Green” on the Dashboard. All subgroups but one (1) are green, with the other (Students with Disabilities) being in yellow.

Based on the local data, here are some successes from the 2021-22 school year:

Benchmark 2 data demonstrates growth in Kindergarten through 8th grade in Math compared to Benchmark 1(30% of students were proficient in Math in December and 40% were proficient in March). We also saw growth of 13% proficient in ELA to 18% during that same time period. We believe that this success can be attributed to the providing teacher support with planning time, instructional coaching, and regular data analysis sessions. Despite staffing challenges, the school has been able to honor teachers' daily professional development time so they are able to focus on instruction. The school also built Professional Learning Communities(PLCs) by starting with the foundation around the definition and purpose of PLCs, the role of data in the PLC process, and then progressing to development of common understandings and expectations for the PLC time. We look forward to building upon the foundation that was laid this year.

The school has also successfully supported teachers by providing a dedicated instructional coach that they worked with through the year for differentiated professional development to support the teacher's individual professional growth goals. All teachers participate in both weekly and end of benchmark cycle data analysis to determine areas of student progress and needs. Administering four benchmarks this year instead of three benchmarks provided teachers, staff, and administrators with valuable baseline data to inform curricular, formative assessment, and instructional groupings. Using the results of their analysis, teachers plan together on how to best meet the whole group, small group, and individual student needs. The teachers have been proud to see the results of these efforts paying off with the increased student growth. The school will continue to provide these supports to teachers next year to support continued student progress.

The school has also made progress in supporting teachers more holistically by communicating how Voices is grounded in the Mission and Vision and cares very deeply about both student results and teacher well-being. The school has organized staff events to support morale, hosted one Day of Practice focused on establishing boundaries and finding joy in the work, and another Day of Practice with a Cognitive Behavior Therapist who provided tips for managing work stresses. The Voices Network team also met with teachers for empathy interviews to rebuild connections and help teachers to not feel so isolated. Team Z (Instruction) has also been able to be back on campus to provide support for teachers. These practices will be continued next year.

After spending over a year in the distance learning format, our youngest students needed support with social interactions and the school has successfully implemented the structured play program during enrichment time to support students in positive, constructive social interactions and teachers have indicated that they see the benefits of this program in how students interact throughout the school day. The school will continue the structured play program to support the social needs of the youngest students and look to expand enrichment opportunities for students during the school day.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is no 2021 CA Dashboard data for the school to address at this time. Based on the 2019 CA Dashboard and local data, here are some identified needs:

- Chronic absenteeism was an area identified as needing improvement based on the 2019 Dashboard and continues to be an area needing improvement. Our English Learner, Socioeconomically disadvantaged, and Hispanic subgroups were red (46% of our students are English Learners). Our students with disabilities were orange in this category.

We implemented a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English) during 2020-2022, and it will continue to be a focus moving forward. Tier I strategies target all students. Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, sending reminders after winter and spring break to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Dean of Culture monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, and SST meetings to discuss impact on learning as a result of being absent. Home visits were not conducted this year given Covid concerns, and we hope to add these back next year. Tier III supports are needed by students demonstrating chronic absenteeism. Students and families received individualized support and modifications. These plans were adjusted for students as needed. Tier III strategies included: referring students to outside support and providers, creating specialized student plans for participation, implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Attendance was a complicated issue to tackle in the 2021-22 school year with students needing to quarantine at home due to being identified as close contacts and then not completing the work required to count for independent study attendance. We look forward to a more stable 2022-23 school year where the tiered intervention approach can work more effectively. In 2022-23, we hope to have the necessary staffing to fully implement our advisory program where the social emotional learning curriculum will be utilized to help students identify their feelings and develop positive, constructive ways to express those feelings. Implementation of this program will support regular student attendance and positive behaviors.

- In English Language Arts on the 2019 Dashboard, we had three subgroups in “orange”. English Learners had a decline of 13.1 points from the previous year, Socioeconomically disadvantaged students had a decline of 12.3 points and students with disabilities had a decline of 13.6 points. We will continue to focus on this area. Many steps have been taken in the previous two years to address this need. In Math, we had one subgroup in “orange”. Our English Learners had a decline of 9.6 points.. We will continue to focus on this area with the following actions:

- Next year Voices will continue to provide English Language Development training to all of our teachers. The training will include different sessions that cover our ELD curriculum or ELD strategies and background, including understanding the proficiency levels of students and what structured language practice looks like.

- We will continue to implement weekly intellectual preparation planning sessions and weekly data meetings. Based on local data, the principal and coach work directly with grade-levels that need more support in order to increase student outcomes. Students with Disabilities and English Learners will be identified in these sessions and the principal will support teachers in planning to meet the specific needs of these individual student groups. These sessions also help teachers understand the ELA standards and texts they are teaching and to construct exemplars before teaching a lesson.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2022 LCAP provides our plan for improvement and development. We have designed four goals which encompass the breadth of our program.

Goal 1: Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model. All teachers will be trained in research-based strategies to support English language acquisition of English Learners. Time will be devoted to proper administration and data analysis of the ELPAC to ensure teachers have accurate data to determine instructional strategies and ELD groupings.

Goal 2: Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports. We will continue to ensure the primary grades are staffed with teachers and associate teachers to ensure students have ample support. All teachers will receive coaching support and the Student Services Manager will provide additional support to teachers and students.

Goal 3: Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community by providing a Dean of Culture, Enrichment Activities, an Advisory program for upper grades, as well as facilities maintenance and administrative support staff to oversee and ensure safe facilities.

Goal 4: Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction by providing a competitive salary package, credential monitoring, support with enrollment and completion of a teacher Induction program, summer professional development, and school leader training focused on supporting teachers with development of strategies that support English Learner progress.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Voices College-Bound Language Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Voices College-Bound Language Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Voices College-Bound Language Academy is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Voices Academy knows the importance of educational partner engagement, as it leads to developing an effective plan for the school and student success. Voices Academy has used several structures to effectively communicate and engage key educational partners in the Local Control and Accountability Plan (LCAP). The process involved numerous annual meetings and surveys with educational partners to engage them in the LCAP goals and actions.

Due to our small size, Voices ELAC functions as the primary parent advisory group and also fulfills the role of the LCAP Parent Advisory Committee . In addition to this stable group of teachers, administrators, and parents that provide feedback throughout the year on the strengths and needs of our program, we also host an LCAP Overview meeting for all Staff and Parents to provide them the opportunity to provide feedback specifically about the LCAP.

Throughout the year, Voices Academy held ELAC meetings, workshops, and Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition, an LCAP overview was presented to educational partners and a feedback survey was sent out using our communication platform, ParentSquare. All materials were provided in English and Spanish. The following meetings listed below were hosted by Voices and educational partner feedback was collected.

Teachers, staff, and school administrators have provided feedback at many of the events listed below and also through the Network-wide surveys and individual empathy interviews conducted at the Network level to reconnect with teachers and ensure their concerns are addressed.

Cafecitos: Once a month

ELAC Meetings: October 6, November 3, February 23, 2022

Parent Workshops: 10/21/21, 11/18/21, 2/17/2022, 3/24/22, 4/28/22

LCAP Overview Meeting for Staff and Parents: March 2, 2022

SELPA review: June 2022

Students provide feedback to their classroom teachers and also in the 3rd party independent survey given twice during the school year.

Voices College-Bound Language Academy evaluated its educational partner engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are neither present nor served by Voices College-Bound Language Academy. Likewise, Voices College-Bound Language Academy teachers and personnel are not represented by a local bargaining unit.

A summary of the feedback provided by specific educational partners

A summary of the feedback provided by specific educational partner groups are listed below.

Teachers/Staff/Administrators: Teachers and school leaders have requested additional training and support with implementing English Language Development (ELD) and language learner strategies. They would like the school to continue investing in retaining the highest-performing teachers and staff and developing the middle school's advisory and social emotional support. Teachers express the need to better understand the developmental changes in middle school students and as such middle school teachers need more resources to support their understanding of adolescent development.

Special education staff and general education teachers and associate teachers have both requested support with differentiation strategies in the classroom following a year of focusing on inclusion and co-teaching strategies (done in 2018-19).

Students expressed interest in more enrichment activities. A 3rd party independent survey given twice during the school year has also indicated that while 4th and 5th graders surveyed conveyed that teacher-student relationships are strong with 80% responding favorably, student engagement is an area of growth as only 61% of 4th and 5th graders surveyed responded favorably. Teacher-student relationships is an area needing additional focus for 6th thru 8th grade as only 59% responded favorably and only 26% responded favorably to student engagement. Almost 1.5 years of distance learning due to the COVID-19 pandemic has led to some students reporting that they are feeling disengaged with school despite knowing their teachers care for them.

Families are happy with relationships between staff and families due to staff retention and feel like they can go to Teachers, Associate Teachers, the Dean, the Principal, and Front Office Staff for what they need. Families would like more opportunities for enrichment activities outside of what is currently offered like dance. They would also like extended learning opportunities during the summer and after school. Literacy support was requested by some parents because the school wasn't able to have an interventionist this year.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Feedback from our educational partners was carefully considered and incorporated into the LCAP in the following areas:

- Goal 1, Action 1 Systematic ELD and SIOP Teacher Training is continuing in response to teachers and school leaders requesting additional training and support with implementing English Language Development (ELD) and language learner strategies.

- Goal 2, Action 6 The Student Services Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for Special Education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. Having a point person on the team to track data and support with coaching of teachers will help us stay focused on this subgroup as a priority for the coming years. This action was continued based on feedback from teachers, staff, and school administrators about the need for further support with differentiation strategies to support students with special needs.
- Goal 2, Action 9 Small class sizes, teacher recruitment & retention was added in response to feedback from teachers, staff, and administrators about the need to continue investing in retention of teachers and staff and in response to parent feedback about the quality of their relationships with teachers and staff due to retention.
- Goal 3, Action 2 Enrichment Activities and Advisory Curriculum was modified based on student survey data indicating teacher-student relationships in the 6th-8th grades is an area of growth. We will continue to use the ToolBox SEL Curriculum. The Advisory/Student Council referred to as Grupo Estudiantil for Voices Middle School students will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas.

Goal 1

Goal #	Description
1	Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model. (Priority 2, 4A, 4C, 4D, 8)

An explanation of why the LEA has developed this goal.

A large percentage of our population is made up of English Language Learners (ELs) and all of our students are language learners in our dual-immersion program. The majority of our students who are ELs also fall into our SED subgroup. Our Dashboard and 2019 SBAC results indicate that English Learners are scoring below our overall population in ELA and math. Internal interim math and ELA assessments show similar results when we pull our English Learners in comparison to RFEP and English Only students. Teachers and school leaders have also requested additional training and support with implementing English Language Development (ELD) and language learner strategies. We also have seen increases in the number of Long-Term English Learners (LTELs) in middle school as a result of late-entry (upper grade transfers) into our program. Finally, an analysis of students with speech services, who are also English language learners, led us to find that teachers needed a deeper understanding of language development for both native and second languages and we will target that area through training outlined in the actions below. If this training is provided to all teachers and associate teachers(as appropriate) then, student achievement on the metrics below will increase.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard- Academic Indicator **English Language Arts** average scale score distance from standard for all students and all numerically significant subgroups	Distance from Standard 18-19 All Students: 2.5 points above Hispanic -1.7 points below standard English Learners -24.7 points below standard Socioeconomically Disadvantaged - 54.4 points below standard Students with Disabilities - 54.4 points below standard	No CA Dashboard data provided for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)			All Students - 3 points above Hispanic -3 points above English Learners - 14.7 points below standard Socioeconomically Disadvantaged - 44.4 points below standard Students with Disabilities - 44.4 points below standard Data Year: 2022-23 Data Source: CA Dashboard
CA School Dashboard- Academic Indicator **Math** average scale score distance from standard for all students and all	Distance from Standard 18-19 All Students - 11.9 points below standard Hispanic -14.7 points below standard	No CA Dashboard data provided for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)			All Students - 1.9 points above standard Hispanic - 1.9 points above standard English Learners - 20.3 points below standard

numerically significant subgroups	English Learners - 30.3 points below standard Socioeconomically Disadvantaged - 19.9 points below standard Students with Disabilities - 64.2 points below standard				Socioeconomically Disadvantaged - 1.9 points above Students with Disabilities - 54.2 points below Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (Overall performance in SBAC) for all students and all numerically significant subgroups	ELA Meeting or Exceeding Standard 18-19 All Students - 50.81% Hispanic - 48.76% English Learners 19.49% Socioeconomically Disadvantaged - 47.44% Students with Disabilities 19.57	No CAASPP data for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)			All Students - 56% Hispanic - 54% English Learners 30% Socioeconomically Disadvantaged - 52% Students with Disabilities 30% Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter	**Math** Meeting or Exceeding Standard 18-19 All Students - 43.27%	No CAASPP data for 2021 due to the pandemic related testing disruptions			All Students - 48% Hispanic - 47% English Learners 30%

Balanced Summative Assessments for Math (Overall performance in SBAC) for all students and all numerically significant subgroups	Hispanic - 41.69% English Learners 20.34% Socioeconomically Disadvantaged - 36.74% Students with Disabilities 26.09	(See local data in Goal 2)			Socioeconomically Disadvantaged - 42% Students with Disabilities 36% Data Year: 2022-23 Data Source: CA Dashboard
CA School Dashboard- English Learner Progress Indicator (ELPI) The percentage of current English Learner students who progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4	2019 CA Dashboard 48.4%	ELPI not reported for 2020-21 48% Students Scored 3 or 4 on ELPAC Data Year: 2020-21 Data Source: ELPAC Score Reporting			55% of English language learners progress at least one level or maintain ELPI Level 4 Data Year: 2022-23 Data Source: CA Dashboard
Percentage of students redesignated Fluent-English Proficient since last census	19-20 11.4% reclassification rate	20-21 1.4% reclassification rate Data Source: Dataquest			15% reflassiciation rate Data Year: 2022-23 Data Source: Dataquest

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic ELD and SIOP Teacher Training	If we train all of our K-8 teachers in both Systematic ELD (by EL Achieve) and the Sheltered Instruction Observation Protocol (SIOP) models then all of our teachers will increase their knowledge of language learner strategies. This will result in teachers making the best instructional moves for language learners throughout our day (for both Spanish and English learners per our dual immersion model) which is needed based on our current EL subgroup data.	$10,400	Y
Action 2	ELPAC administration	If we train our associate teachers to proctor initial and summative ELPAC then we are able to have data to review with teachers during ELD training, make student groups for designated ELD and address EL gaps via instruction. This will result in more targeted instruction for English Learners in both designated and integrated ELD based on their proficiency, strengths and development because currently our data shows we can improve our instruction of ELs.	$2,000	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned, except teachers and staff were not provided with SIOP training and the school was not able to hire an ELD Coordinator.

Kindergarten through 5th grade teachers implemented ELD instruction during the last hour of each day using the curriculum they were trained on. The Student Services Manager was able to support them with implementation. Systematic ELD was new for some new teachers.

Some challenges with implementation this year were not being able to hire the ELD coordinator to provide additional services and coaching for support for teachers, and the impact that COVID-19 related issues had on the type of training eventually provided to staff. The Student Services Manager was able to provide some of this planned support.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material difference in Action 1 Systematic ELD and SIOP Teacher Training was due to not being able to provide the SIOP training this year. The difference in Action 2 ELD Coordinator was due to the inability to fill this position this year.

An explanation of how effective the specific actions were in making progress toward the goal.

The SIOP Teacher Training and ELD Coordinator actions were not successful because they were not able to be implemented as planned.

The actions of Systematic ELD and ELPAC administration were effective this year based on teacher, staff, and administrator feedback on the value of the training and the importance of having accurate ELPAC data to make instructional decisions. The data that the school has to use in this analysis is from 2021 when students were finishing more than a year in the distance learning format, which is not an ideal format for English language acquisition. The data showed a 1.4% English Learner reclassification rate in 2021 and 48% of students achieving a score of 3 or 4 on the ELPAC in 2021 indicating that our actions were not greatly effective in the distance learning format.

Due to the 2020 and 2021 CA Dashboards not being produced and Voices Academy students not participating in 2021 CAASPP testing due to the pandemic, there is a lack of data to determine the effectiveness of these actions in promoting the achievement of all students, particularly for English Language Learners. Voices Academy looks forward to the availability of 2022 CA Dashboard data to do a robust analysis of the effectiveness of these actions for our students now that the school has returned to in-person instruction.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The ELD Coordinator action was removed because we do not have funding in the budget for this position in 2022-23.

The metrics for all CAASPP data were modified to include “for all students and all numerically significant subgroups” to ensure it is clear that the school is tracking the outcomes for each of these groups.

Goal 2

Goal #	Description

2	Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports (1B, 2, 7, 8)

An explanation of why the LEA has developed this goal.

Our 2019 CA Dashboard indicates that two subgroups of concern with academic achievement are students with disabilities and socioeconomically disadvantaged students, particularly in ELA. These subgroups' achievement in ELA in particular has declined since 2018, in addition to being below the standard. Our internal reading and math interim assessment data shows that while some students with disabilities are performing similarly to their general population counterparts in math, our students with disabilities are still having challenges in reading comprehension and writing assignments with grade-level texts. Special education staff and general education teachers and associate teachers have both requested support with differentiation strategies in the classroom following a year of focusing on inclusion and co-teaching strategies (done in 2018-19). We will continue to build on that knowledge. Our response to COVID-19 pandemic and distance learning also helped us realize how key our associate teachers were in supporting students and mitigating learning loss. Associate teachers and their training proved invaluable to helping us make progress with our students and will be even more vital as we look to come back to school in person and close an even wider gap for socio-economically disadvantaged students, students of color, English Learners and students with special needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-8 in Benchmark 2: % proficient	29% of students proficient in 20-21	40% of students proficient in March 2022 Data Source: Local Assessment Data			45% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: Local Assessment Data

Internal ELA Assessment 2-8 in Benchmark 2: % proficient	11% of students proficient in 20-21	18% of students proficient in March 2022 Data Source: Local Assessment Data			30% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: Local Assessment Data
ELA MAP Assessment Growth Goals: % meeting growth goal	ELA 51% met MAP growth goal	51% met Spring to Spring growth metric Data Year: 2021-22 Data Source: Local Assessment Data			58% of students meet their growth goals in ELA based on MAP Reading Data Year: 2023-24 Data Source: Local Assessment Data
Math MAP Assessment Growth Goals: % meeting growth goal	Math 48% met MAP growth goals	59% met Spring to Spring growth metric Data Year: 2021-22 Data Source: Local Assessment Data			58% of students meet their growth goals in math based on MAP mathematics assessment Data Year: 2023-24 Data Source: Local Assessment Data
% of teachers receive academic content and performance standards professional development	100% of teachers receive academic content and performance standards professional development	100% of teachers receive academic content and performance standards professional development Data Year: 2021-22			100% of teachers receive academic content and performance standards professional development Data Year: 2023-24

		Data Source: Local Professional Development calendar			Data Source: Local Professional Development calendar
% of students have access to standards-aligned materials for use at home and at school	100% of students have access to standards-aligned materials	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2021-22 Data Source: Curriculum and Assessment inventory/ procurement list			100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Data Source: Curriculum and Assessment inventory/ procurement list
CA Science Test (CAST) % of students meeting/exceeding standards for all students and all numerically significant subgroups (added in 2022)	No CAST data for 2021 due to the pandemic related testing disruptions	N/A (metric added in 2022)			TBD once baseline established Data Year: 2022-23 Data Source: Dataquest

Actions

Action #	Title	Description	Total Funds	Contributing

Action 1	Benchmark Assessment Licenses and Screeners	If we purchase benchmark assessment licenses and systems (such as Illuminate, NWEA/MAP, STAR/Renaissance, LAS Links, Achievement Network interims, Illuminate), we will have the data on how our subgroups are performing in ELA and math at the start of the year and three additional times throughout the year. We can then use this data to reflect on instruction and drive instruction for small groups, specific students or the whole group supports. We will purchase a PKRS kindergarten screener test to determine which incoming students may already need interventions, class supports, student success team support or additional tests. We can identify students with special needs early on.	$27,140	Y
Action 2	Standards Aligned Core Curriculum	By purchasing curriculum for ELA (EL Education and Navigator Literature), we are providing all students with access to high-quality complex grade-level work, especially unduplicated students. Much of the curriculum includes strategies for subgroups, including ELs. This will help us stay focused on both the work of meeting students where they are at but also accelerating students' achievement by focusing on grade-level work. Curriculum includes both student and teacher materials.	$16,360	N
Action 3	Staff Coaching support	If we provide staff with coaching support through one full-time coaches in addition to a principal who also coaches, we can support teachers with their data-analysis skills during data meetings, with professional development and coaching/observations, with their engagement techniques with real-time coaching and help them plan for small group reteach, tier 1 and tier 2 strategies or specific student needs. This will help us increase academic achievement for all students, but in particular for students with special needs and socioeconomically disadvantaged students.	$269,866	Y

Action 4	Associate teachers (Title I)	Provide associate teachers in primary grades in order to provide academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, by providing daily enrichment to students. This creates more adult:student ratios and differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	$190,371	Y
Action 5	Technology and programs for adaptive intervention programs	If the school purchases additional classroom technology such as student laptops and iPads and additional programs for blended learning, these resources will allow us to provide targeted intervention lessons to students in ELA and math. These programs may include Dreambox, Achieve3000/SmartyAnts and their associated professional development costs. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content. Small group and personalized instruction will support English learners, Socioeconomically disadvantaged students, as well as students with disabilities.	$111,348	Y
Action 6	Formative assessment programs	If we purchase informal assessment and participation systems (such as GoFormative), we will have daily and weekly data to review in data meetings. We can then use this data to reflect on instruction in smaller cycles and impact instruction for small groups and specific students. Our associate teachers, special	$3,100	Y

		education teachers and general education teachers can work to pull small groups.		
Action 7	Student Services Manager	The Student Service Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for Special Education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. Having a point person on the team to track data and support with coaching of teachers will help us stay focused on this subgroup as a priority for the coming years.	$102,218	N
Action 8	LAS Links administration	If we purchase and train our associate teachers to proctor LAS Links (Spanish language proficiency) to measure spanish language development our teachers will have data to know where their students all land in terms of language development. They can then modify lessons or better integrate language learner strategies in specific Spanish language or content area lessons.	$4,000	N
Action 9	Small class sizes, teacher recruitment & retention	If we provide small class sizes and invest in teacher recruitment and retention by providing bonuses and raises to ensure a competitive compensation package, we will be able to employ and retain highly qualified teachers who will be able to provide more individualized instruction for students resulting in higher outcomes in student achievement.	$468,981	Y

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall the actions designed to support achievement of the goal were implemented as planned, except for not being able to staff Associate Teachers in all grades K-4 due to difficulty in filling positions this year.

Successes with the action implementation process include all teachers including education specialists receiving targeted biweekly coaching differentiated to meet their needs. This was challenging to balance with other staffing shortages this year, but all teachers still received support. All teachers engaged in weekly and end of benchmark weekly data meetings and then end of cycle inquiry meetings to analyze student progress and then used the time to plan how to respond to the data.

Some challenges with implementation this year included consistency with implementation of the technology and programs for adaptive intervention programs with some teachers implementing more than others.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Estimated Actual Expenditures for Action 2 Standards-Aligned Core Curriculum was more than budgeted due to the need to purchase additional curricular resources to support in-person instruction. Action 5 Technology and programs for adaptive intervention programs were more than budgeted due to staffing needed for implementing intervention. The Estimated Actual Expenditures for the Associate Teachers in grades K-4 action were less than budgeted due to the inability to staff positions. The Estimated Actual Expenditures for the Student Services Manager action were less than budgeted due to fluctuations in staffing costs due to turnover.

An explanation of how effective the specific actions were in making progress toward the goal.

The action of Staff Coaching support was highly effective in 100% of teachers receiving academic content and performance standards professional development.

Also, the Standards Aligned Core Curriculum action was effective in achieving 100% of students with access to standards-aligned materials.

The actions of Benchmark Assessment Licenses and Screeners, Associate teachers in grades K-4, Technology and programs for adaptive intervention programs, Formative assessment programs, Student Services Manager, and LAS Links administration worked together to achieve a high level of effectiveness with 40% of students proficient in 21-22 on the Internal Math Assessment K-8 in Benchmark 2, compared to the 30% proficient three months prior on Benchmark 1. There is partial effectiveness of these actions on ELA achievement with 18% of students proficient in 21-22 on the Internal ELA Assessment 2-8 in Benchmark 2, compared to 13% at Benchmark 1. Additionally, these actions were effective in achieving 51% of students meeting ELA MAP assessment growth goals and 59% meeting Math MAP assessment growth goals.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In Action 3 Staffing Support, the number of full time coaches was reduced from two to one due to reduced enrollment.

Action 5 Technology and programs for adaptive intervention programs was modified to describe how this action increases services to unduplicated pupils.

Action 9 Small class sizes, teacher recruitment & retention was added due to a significant investment in this area for next year which we believe is crucial for increasing student achievement outcomes.

All of the metrics language were modified to ensure they clearly describe what is being measured instead of the source of the data.

The metric CA Science Test (CAST) % of students meeting/exceeding standards for all students and all numerically significant subgroups was added to ensure we track student outcomes in Science when the data becomes available.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 3

Goal #	Description
3	Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community. (1C,3A,3B, 5A, 5B, 5C, 6A, 6B, 6C, 7, 8)

An explanation of why the LEA has developed this goal.

Based on an internal tracking system, overall attendance goals were not met confirming this is an area needing improvement. Additionally, chronic absenteeism is an area needing improvement as the 2021-22 school year suffered the impact of the pandemic and students needing to quarantine at home due to being identified as close contacts and then not completing the work required to count for independent study attendance. In addition to the Covid protocol of needing a completed health screening to attend school resulting in parents/guardians keeping students home if any concerning symptom was noted.
Internal data tracking and observations, and family input indicate that student engagement is an area to address.
A 3rd party independent survey given twice during the school year has also indicated that while 4th and 5th graders surveyed conveyed that teacher-student relationships are strong with 80% responding favorably, student engagement is an area of growth as only 61% of 4th and 5th graders surveyed responded favorably. Teacher-student relationships is an area needing additional focus for 6th thru 8th grade as only 59% responded favorably and only 26% responded favorably to student engagement. Almost 1.5 years of distance learning due to the COVID-19 pandemic has led to some students reporting that they are feeling disengaged with school despite knowing their teachers care for them. This time away from in-person learning has resulted in a need for students to learn (lower grades) and rebuild (upper grades) social skills. Students need to rediscover the joy in school once more and a focus on their social emotional well being in addition to academics will help us

accelerate learning for them longer term. Restorative Practice and SEL training was conducted with instructional staff, support staff and Administrative staff. Additional staff and training is still needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of families responding to survey # of parents attending LCAP meetings	65% survey response. No baseline (sign in sheet) parents/guardian participation LCAP meetings	11.3% survey response Due to Covid protocols all meeting were conducting virtually Data Year: 2021-22 Data Source: Local Surveys and Sign-in sheets			At least 70% of parents/ guardians will participate in the post Annual Family-School Relationships survey. Parent/guardian attendance at LCAP meetings will increase year over year. Data Year: 2023-24 Data Source: Local Surveys and Sign-in sheets
% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or parent education class	No baseline	Due to Covid protocols all meeting were conducting virtually Network-wide Parent/Guardian Ed Series - workshop dates: 10/21, 11/18, 2/17, 3/24, 4/28			At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class Data Year: 2023-24 Data Source: Sign-in sheets and training dates

		Data Year: 2021-22 Data Source: Sign-in sheets and training dates			
Average daily attendance rates as of **May 2nd** (P2)	19-20 data (due to pandemic closure) ALL 95.64% ELs 92.83% SED on red 93.31%	ALL 88.43% ELs 88.31% SED 87.78% Data Year: 2021-22 Data Source: SIS			Maintain an attendance rate of ≥ 95% for All students Attendance rate of ≥ 95% for ELs Attendance rate of ≥ 95% for low SED Data Year: 2023-24 Data Source: Local
Chronic Absenteeism rate for all students and all numerically significant subgroups	19-20 data (due to pandemic closure) All -12.2% Chronically absent on CA Dashboard EL - 12.3% Chronically absent on CA Dashboard Hipanic - 12.7% Chronically absent on CA Dashboard Socioeconomically Disadvantaged - 13% Chronically absent on CA Dashboard	All: 9.5% Chronically absent EL - 13.2% Hispanic - 9.7% Socioeconomically Disadvantaged: 12.2% Data Year: 2020-21 Data Source: Dataquest			All <10% chronically absent EL <10% chronically absent Hispanic <10% chronically absent Socioeconomically Disadvantaged <10% chronically absent Data Year: 2022-23 Data Source: Dataquest

Middle School Dropout Rate	0%	0% Data Year: 2020-21 Data Source: CALPADS 8.1C			Voices will maintain a middle school dropout rate of ≤2% Data Year: 2022-23 Data Source: CALPADS 8.1C
Percentage of Student Suspended for all students and all numerically significant subgroups	As of 19-20 All - 0.2% Students with Disabilities 0%	2020-21 0% - schoolwide and for students with disabilities Data Source: Dataquest			Maintain a low student suspension rate of ≤5% for all students Maintain a low student suspension rate of ≤5% for Students with disabilities Data Year: 2022-23 Data Source: Dataquest
Student Expulsion Rate for all students and all numerically significant subgroups	0%	2020-21 0% Data Source: Dataquest			Maintain a low expulsion rate of ≤1% Data Year: 2022-23 Data Source: Dataquest
% of students grades 4-8 responding favorably to survey Sense of Belonging section*	58% of students grades 4th-5th responded favorably 54% of students grades 6th-8th responded favorably	54% of students grades 4th-5th responded favorably			At least 70% of students respond favorably Data Year: 2023-24 Data Source: Local

		39% of students grades 6th-8th responded favorably Data Year: 2021-22 Data Source: Local			
% of parents/guardians responded favorably to school safety question	93% of parents/guardians responded favorably	76% of parents/guardians responded favorably Data Year: 2021-22 Data Source: Local			At least 80% of parents/guardians will respond favorably to the school safety survey question Data Year: 2023-24 Data Source: Local
% of students enrolled in a Broad course of study including unduplicated pupils and students with exceptional needs	100%	100% Data Year: 2021-22 Data Source: Local			100% Data Year: 2023-24 Data Source: Local
Walk-through Safety Tool* (removed in 2022)	At least 4 walkthroughs per year	2 walkthroughs conducted Data Year: 2021-22 Data Source: Local			At least 4 walkthroughs per year Data Year: 2023-24 Data Source: Local

Overall Facilities Inspection Rating (added in 2022)	TBD Data Year: 2021-22 Data Source: Local	N/A (added in 2022)			Good Data Year: 2023-24 Data Source: SARC

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Dean of Culture	Voices will hire and retain a Dean of Culture that promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional Learning supports and oversee enrichment programs at the school for K-8.The Dean of Culture will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students.	$106,692	Y
Action 2	Enrichment Activities and Advisory Curriculum	Voices will purchase enrichment activities and supplies for students and a SEL curriculum for all students. This includes CCSS aligned arts enrichment curriculum licensing and materials, as well as physical activity programs such as Playworks or dance enrichment and ToolBox Curriculum. Advisory/Student Council referred to as Grupo Estudiantil for Voices Middle School students will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas.	$25,960	N

Action 3	Engaging Supplemental Technology	Voices will purchase programs to be used by students and teachers which promote student participation and engagement regardless of virtual or in-person instruction. These programs for purchase, such as NearPod, or PearDeck premium, will allow teachers to continue to use engagement strategies from 20-21 in class. We will also build on the success of distance learning by continuing to integrate these programs for all students.	$0	N
Action 4	Facility Maintenance	Voices will maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly, and be available for any resurgence of the COVID-19 virus. We will continue to maintain our facility in good repair. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner.	$286,960	N
Action 5	Admin Support Staff	School staff conduct regular walk-throughs of the school facility and assure repairs are made in a timely manner. The Business Clerk will concentrate time on school attendance and reporting.	$207,536	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned, except the school was unable to fill the positions needed to provide the middle school engagement services. The advisory program was not fully implemented due to staffing shortages of these specials teachers that were going to support implementation. Also, the use of Engaging Supplemental Technology was less than anticipated due to returning to full in-person instruction.

Successes with the action implementation process include the implementation of a Voices middle school-wide Incentive and Behavior System overseen by our Dean of Culture. He supported teachers with the implementation of this program and classroom behavior management. The Dean also managed and supported the implementation of the enrichment program for K-8th grade students, including structured play, arts and crafts, STEM programs, and sports during the school day. The Chief Culture Officer Culture provided restorative

practice/justice trainings in November and December for all teachers, associate teachers, support staff and administrators which focused on best practices for using positive reinforcements, social emotional learning and restorative practices.

Some challenges with implementation this year were having the staff to implement our advisory program as planned for middle school. However, an Advisory Student Council referred to as Grupo Estudiantil was conducted and teacher led and facilitated.

Attendance support was difficult due to issues out of our control with the pandemic. We needed to connect our parents with resources while students were quarantined, and managing the independent study program was very challenging. An additional challenge was that we were unable to conduct school meetings or events in person with families making it more difficult to connect beyond a virtual setting.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The difference in the expenditures for Action 1 Middle School Engagement and Action 3 Enrichment Activities and Advisory Curriculum was due to the difficulties in staffing those positions. Action 4 Engaging Supplemental Technology was $0 because the teachers did not want to use those programs since students were back for in-person instruction.

An explanation of how effective the specific actions were in making progress toward the goal.

The Dean of Culture, Enrichment Activities and Advisory/Student Council (Grupo Estudiantil) were effective in promoting a more positive school culture even with an increase in student behaviors given students need for social emotional supports as they were rebuilding social skills as a result of the 1.5 years away from in-person learning as a result of the pandemic which directly affected the outcome a lower attendance rate and an overall 49.4% chronically absent rate. 100% of students were enrolled in a broad course of study provided, including unduplicated pupils (as measured by report card). The restorative justice/practice training was beneficial to all staff and students and the impact of continued training will be reflected over the next year as behavior support/modification takes time.

The Dean of Culture’s effectiveness is evidenced by family survey data showing a sense of minimum barriers to engagement with the school and school safety as 81% responded favorably to barriers to engagement and 76% to school safety.

The Facility Maintenance and Admin Support staff actions were effective at conducting at least 4 walkthroughs per year and ensuring the school facility is in good repair.

The Engaging Supplemental Technology action was not effective because it was only partially implemented due to the return to full in-person instruction.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

All of the metrics for this goal where local data was being provided and state data is available were switched to use state data going forward in order to ensure all partners are using the same data sources to analyze outcomes. Also added to state data metrics was the description "for all students and all numerically significant subgroups" to ensure we are tracking equity across outcomes. The broad course of study metric description was expanded to include students with disabilities to document the inclusive nature of our school program. All metrics language has been modified to ensure that what is being measured is being described instead of the tool being used to measure it.

The metric "% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or parent education class" added "and pupils with exceptional needs to ensure the school is measuring the degree to which the above actions are supporting the parents of these students as well.

The metric "% of students enrolled in a Broad course of study including unduplicated pupils and students with exceptional needs" added students with exceptional needs to highlight that we have a 100% inclusive program with all enrolled students having access to the same courses and accommodations provided when necessary for students to access the content of the course.

The Walk-through Safety Tool metric was removed and replaced with Overall Facilities rating to ensure the adequacy of our school facilities are being tracked and reported. The Middle School Engagement action has been removed due to difficulty filling those positions this year and reduced funding availability for these positions next year.

Action 2 Enrichment Activities and Advisory Curriculum has been modified to include, "Advisory/Student Council referred to as Grupo Estudiantil for Voices Middle School students will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas." in response to student survey data showing a lack of connection to the school community.

Action 3 Engaging Supplemental Technology will remain despite the fact that it was not implemented this year and there is no budgeted expenditures for the action in 2022-23 in case there is a need to return to distance learning and funding needs to be allocated to this action during the year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 4

Goal #	Description

4	Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction. (Priority 1A, 6C)

An explanation of why the LEA has developed this goal.

We serve a traditionally underserved, low-income, Latino and English Learners student population. This group has been hit particularly hard with COVID-19 pandemic related learning loss. While we were able to provide a strong virtual and hybrid program in 2020-21, research and our own internal data has shown that students did not make great growth. In particular, our K-1 students have faced challenges in literacy instruction online and we expect that we will need highly-trained teachers to support this learning loss. We want to make sure our teachers have the mindset, will and skill necessary to tackle the challenges of post-pandemic education and who can help us reach positive student outcomes. Coupled with the California teacher shortage before COVID-19, and that many educators are leaving the profession after a year of distance learning, we foresee a challenge in being able to fill these roles. We know pandemic related learning loss will have an impact on students in the years to come as well, and the more we can develop and retain highly-qualified, mission-driven teachers, the better for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed teachers complete induction program	100 % Eligible Teacher complete induction program within eligibility period	100% Eligible Teachers complete induction program Data Year: 2021-22 Data Source: Voices BTSA list			100 % Eligible Teacher complete induction program within eligibility period Data Year: 2023-24 Data Source: Local
Percentage of properly credentialed teachers	100% teachers with appropriate permit or waiver credential	Data release by the CDE delayed.			100% teachers with appropriate permit or waiver credential Data Year: TBD

					Data Source: SARC

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction Program	Continue to implement the induction program for new teachers.	$28,000	N
2	Credential Monitoring	Continue to review teacher assignments each quarter, to ensure that they are appropriately credentialed	$16,988	N
3	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	$1,160,291	N
4	Summer Professional Development	If we provide high-quality summer training on our academic program and mission/vision, our teachers will have the skills and a clear why as to the work. This will set them up for a strong start with students in the fall, and coaches can return to this training as a foundation for coaching teachers.	$6,000	N
5	School Leader Training	If we train our school leaders in English Learner practices and support them in implementation, they will be better equipped to coach teachers in English learner strategies.	$5,000	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned, except for the School Leader Training in English Learner practices. Instead we focused school leader support on guided practice implementation which also supports English Learners.

Successes with the action implementation process include 85% retention of instructional staff (teachers and associate teachers). Summer Professional Development was attended by all teachers and associate teachers in a hybrid format where they learned necessary teaching skills and then had the opportunity to practice those skills in person.

Some challenges with implementation this year involved not being able to provide the school leaders with additional English Learner professional development which would have made the school leader better able to support the teachers. All leaders have been trained in EL strategies in the past, when they served in other positions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2 Credential Monitoring expenditures were higher than budgeted due to increased staffing costs for that position. Action 3 Highly qualified teachers expenditures were lower than budgeted due to reduced staffing. Action 5 School Leader Training expenditures were higher than budgeted due to the change in professional development topic and provider based on staff needs.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions of Induction Program, Credential Monitoring, Highly qualified teachers, and Summer Professional Development were highly effective in achieving 100% of eligible teachers completing the induction program, as well as 85% retention of instructional staff. The effectiveness of the School Leader Training is unclear because it was not implemented as planned this year. We look forward to the functionality of the teacher credentialing data populating in our SARC reports directly from the CDE, so that we can reflect on our progress in this area.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school is not making any changes to the planned goal, desired outcomes, or actions for the coming year based on the reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,013,955	$109,565

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.37%	0%	$0	28.37%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs

In reviewing the 2019 ELA and Math performance of our English earners and socioeconomically disadvantaged students, we find that both groups are at Orange level for ELA. Our English learners are also at the Orange level for Math and our socioeconomically disadvantaged students are at the Yellow level. We had Medium performance in 2019 on the English Learner Progress Indicator, with 48.4 % of students making progress towards English language proficiency. In 2021, the English Learner Progress Indicator was not produced by the CDE. On the ELPAC 48% of our English Learners scored at Levels 3 or 4. In 2020-21, the English Learner reclassification rate decreased to 1.4%

Actions

Based on a review of data, we have designed the 2022 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have planned for extensive professional development in English language acquisition strategies and data analysis for both teachers and school leaders. We have selected a variety of curricular and instructional resources, supported by appropriate technology, that allow students to learn and practice both at grade level and with personalized content to fill gaps

and advance skills. This is coupled with a comprehensive assessment system including benchmark assessments and formative assessment programs that monitor student progress towards meeting grade level standards and informs our comprehensive system of academic support. The academic support begins with small class sizes supplemented with Associate Teachers further reducing the student to teacher ratios in our primary grade classrooms and allowing for more individualized attention and instruction for students. All of our teachers receive coaching support to ensure they can use the most effective teaching strategies for our highest need students. We have invested in recruiting and retaining our high-quality teachers this year to ensure our students' needs continue to be met with the best personnel available.

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training

Goal 2, Action 1 Benchmark Assessment Licenses and Screeners

Goal 2, Action 3 Staff Coaching support

Goal 2 , Action 4 Associate teachers

Goal 2, Action 5 Technology and programs for adaptive intervention programs

Goal 2, Action 6 Formative Assessment Programs

Goal 2, Action 9 Small Class sizes, teacher recruitment and retention

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as in SBAC ELA and Math, English Learner Progress, and Reclassification rates. Current targets aim growth within the next two years for both ELA and Math (see expected outcomes in Goal 1), and growth in the English Learner Progress Indicator to 55% and to increase our reclassification rate to 15%. We plan to use interim assessment data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students and our English Learners had a suspension rate in the Green level. Our Chronic Absence rate was in the Red level for both groups. In 2021-22,76% of parents indicated that they feel their child is safe at school. In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional communication that increases their ability to support their students' learning and parents of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include providing a Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional curriculum and oversee the enrichment programs at the school for K-8. The Dean of Culture will also provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students.

Goal 3, Action 1 Dean of Culture

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Voices school community. We will also measure progress toward a high attendance and low chronic absenteeism (see above) and family connectedness and engagement through family survey results.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Voices is increasing services for foster youth, English Learners, and low-income students 29.5% through the following LEA-wide actions:

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training $10,400 = 0.29%

Goal 2, Action 1 Benchmark Assessment Licenses and Screeners $27,140 = 0.76%

Goal 2, Action 3 Staff Coaching support $269,866 = 7.55%

Goal 2 , Action 4 Associate teachers $38,108 = 1.07%

Goal 2, Action 5 Technology and programs for adaptive intervention programs $86,648 = 2.42%

Goal 2, Action 6 Formative Assessment Programs $3,100 = 0.09%

Goal 2, Action 9 Small Class sizes, teacher recruitment and retention $468,981 = 13.12%

Goal 3, Action 1 Dean of Culture $106,692 = 2.99%

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Voices is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following action:

Goal 3 , Action 1 $ 106,692 Dean of Culture: Voices will hire and retain a Dean of Culture that promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional Learning supports and oversee enrichment programs at the school for K-8.The Dean of Culture will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Voices College Bound Language Academy 1:17
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Voices College Bound Language Academy 1:16

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to

facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span

(Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use

the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

2022 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,717,030	$ 25,000	$ -	$ 307,181	3,049,211	$ 2,595,251	$ 453,960

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training	All	$ 10,400	$ -	$ -	$ -	$ 10,400
1	2	ELPAC Administration	All	$ 2,000	$ -	$ -	$ -	$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	All	$ 27,140	$ -	$ -	$ -	$ 27,140
2	2	Standards Aligned Core Curriculum	All	$ 16,360	$ -	$ -	$ -	$ 16,360
2	3	Staff Coaching Support	All	$ 269,866	$ -	$ -	$ -	$ 269,866
2	4	Associate teachers in grades K-4 (Title I)	All	$ 38,108	$ -	$ -	$ 152,263	$ 190,371
2	5	Technology and programs for adaptive intervention programs	All	$ 86,648	$ -	$ -	$ 24,700	$ 111,348
2	6	Formative Assessment Programs	All	$ 3,100	$ -	$ -	$ -	$ 3,100
2	7	Student Services Manager	All	$ -	$ -	$ -	$ 102,218	$ 102,218
2	8	LAS Links administration	All	$ -	$ 4,000	$ -	$ -	$ 4,000
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	All	$ 468,981	$ -	$ -	$ -	$ 468,981
3	1	Dean of Culture	All	$ 106,692	$ -	$ -	$ -	$ 106,692
3	2	Enrichment Activities and Advisory Curriculum	All	$ 25,960	$ -	$ -	$ -	$ 25,960
3	3	Engaging Supplemental Technology	All	$ -	$ -	$ -	$ -	$ -
3	4	Facility Maintanence	All	$ 286,960	$ -	$ -	$ -	$ 286,960
3	5	Admin Support Staff	All	$ 207,536	$ -	$ -	$ -	$ 207,536
4	1	Induction Program	All	$ -	$ -	$ -	$ 28,000	$ 28,000
4	2	Credential Monitoring	All	$ 16,988	$ -	$ -	$ -	$ 16,988
4	3	Highly Qualified teachers	All	$ 1,150,291	$ 10,000	$ -	$ -	$ 1,160,291
4	4	Summer Professional Development	All	$ -	$ 6,000	$ -	$ -	$ 6,000
4	5	School Leader Training	All	$ -	$ 5,000	$ -	$ -	$ 5,000
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -

2022 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,573,536	$ 1,013,955	28.37%	0.00%	28.37%	$ 1,010,935	0.00%	29.50%	**Total:**	$ 1,010,935
								LEA-wide Total:	$ 1,010,935
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group (s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Systematic ELD and SIOP Teacher Training	Yes	LEA-wide	All	All Schools	$ 10,400	0.00%
2	1	Benchmark Assessments Licenses and Screeners	Yes	LEA-wide	All	All Schools	$ 27,140	0.00%
2	3	Staff Coaching Support	Yes	LEA-wide	All	All Schools	$ 269,866	0.00%
2	4	Associate teachers in grades K-4 (Title I)	Yes	LEA-wide	All	All Schools	$ 38,108	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	LEA-wide	All	All Schools	$ 86,648	0.00%
2	6	Formative Assessment Programs	Yes	LEA-wide	All	All Schools	$ 3,100	0.00%
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	LEA-wide	All	All Schools	$ 468,981	0.00%
3	1	Dean of Culture	Yes	LEA-wide	All	All Schools	$ 106,692	0.00%

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,407,472.00	$ 2,811,849.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic ELD and SIOP Teacher Training	Yes	$ 9,500	$0
1	2	ELD Coordinator	Yes	$ 101,556	$0
1	3	ELPAC administration	Yes	$ 2,000	$2,000
2	1	Benchmark Assessment Licenses and Screeners	Yes	$ 24,150	$24,150
2	2	Standards Aligned Core Curriculum	Yes	$ 9,700	$17,948
2	3	Staff Coaching support	Yes	$ 321,979	$321,979
2	4	Associate teachers in grades K-4 (Title I)	Yes	$ 285,377	$186,319
2	5	Technology and programs for adaptive intervention programs	Yes	$ 518,636	$670,111
2	6	Formative assessment programs	No	$ 3,100	$3,081
2	7	Student Services Manager	No	$ 101,705	$90,183
2	8	LAS Links administration	No	$ 3,500	$3,500
3	1	Middle School Engagement	No	$ 152,705	$0
3	2	Dean of Culture	Yes	$ 93,706	$90,619
3	3	Enrichment Activities and AdvisoryCurriculum	No	$ 56,800	$0
3	4	Engaging Supplemental Technology	No	$ 1,359	$0
3	5	Facility Maintenance	No	$ 393,811	$356,229
3	6	Admin Support Staff	No	$ 139,819	$136,437
4	1	Induction Program	No	$ 24,500	$24,500
4	2	Credential Monitoring	No	$ 16,800	$20,498
4	3	Highly qualified teachers	No	$ 1,136,444	$851,795

4	4	Summer Professional Development	Yes	$ 7,500	$7,500
4	5	School Leader Training	Yes	$ 2,825	$ 5,000
				$ -	$ -
				$ -	$ -
				$ -	$ -

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 860,027	$ 947,927	$ 860,033	$ 87,894	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Systematic ELD and SIOP Teacher Training	Yes	$ 8,600		0.00%	0.00%
1	2	ELD Coordinator	Yes	$ 101,556		0.00%	0.00%
1	3	ELPAC administration	Yes	$ 2,000	$ 2,000.00	0.00%	0.00%
2	1	Benchmark Assessment Licenses and Screeners	Yes	$ 24,150	$ 24,150.00	0.00%	0.00%
2	2	Standards Aligned Core Curriculum	Yes	$ 5,700	$13,948	0.00%	0.00%
2	3	Staff Coaching support	Yes	$ 136,549		0.00%	0.00%
2	4	Associate teachers in grades K-4 (Title I)	Yes	$ 65,475	$ 65,475.00	0.00%	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	$ 499,866	$ 651,341.00	0.00%	0.00%
2	6	Formative assessment programs	No	$ -	$ -	0.00%	0.00%
2	7	Student Services Manager	No	$ -	$ -	0.00%	0.00%
2	8	LAS Links administration	No	$ -	$ -	0.00%	0.00%
3	1	Middle School Engagement	No	$ -	$ -	0.00%	0.00%
3	2	Dean of Culture	Yes	$ 93,706	$ 90,619.00	0.00%	0.00%
3	3	Enrichment Activities and AdvisoryCurriculum	No	$ -	$ -	0.00%	0.00%
3	4	Engaging Supplemental Technology	No	$ -	$ -	0.00%	0.00%
3	5	Facility Maintenance	No	$ -	$ -	0.00%	0.00%
3	6	Admin Support Staff	No	$ -	$ -	0.00%	0.00%
4	1	Induction Program	No	$ -	$ -	0.00%	0.00%
4	2	Credential Monitoring	No	$ -	$ -	0.00%	0.00%
4	3	Highly qualified teachers	No	$ -		0.00%	0.00%
4	4	Summer Professional Development	Yes	$ 7,500	$ 7,500.00	0.00%	0.00%
4	5	School Leader Training	Yes	$ 2,825	$ 5,000.00	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%	0.00%
				$ -	$ -	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,009,401	$ 860,027	0.00%	28.58%	$ 860,033	0.00%	28.58%	$0.00 - No Carryover	0.00% - No Carryover

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to

facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span

(Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action’s number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.

- If “Yes” is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use

the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Coversheet

MH 22-23 LCAP Approval

Section: V. 22-23 LCAP Approval
Item: B. MH 22-23 LCAP Approval
Purpose: Vote
Submitted by:
Related Material: VoicesMH_LCAP_2022.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Morgan Hill

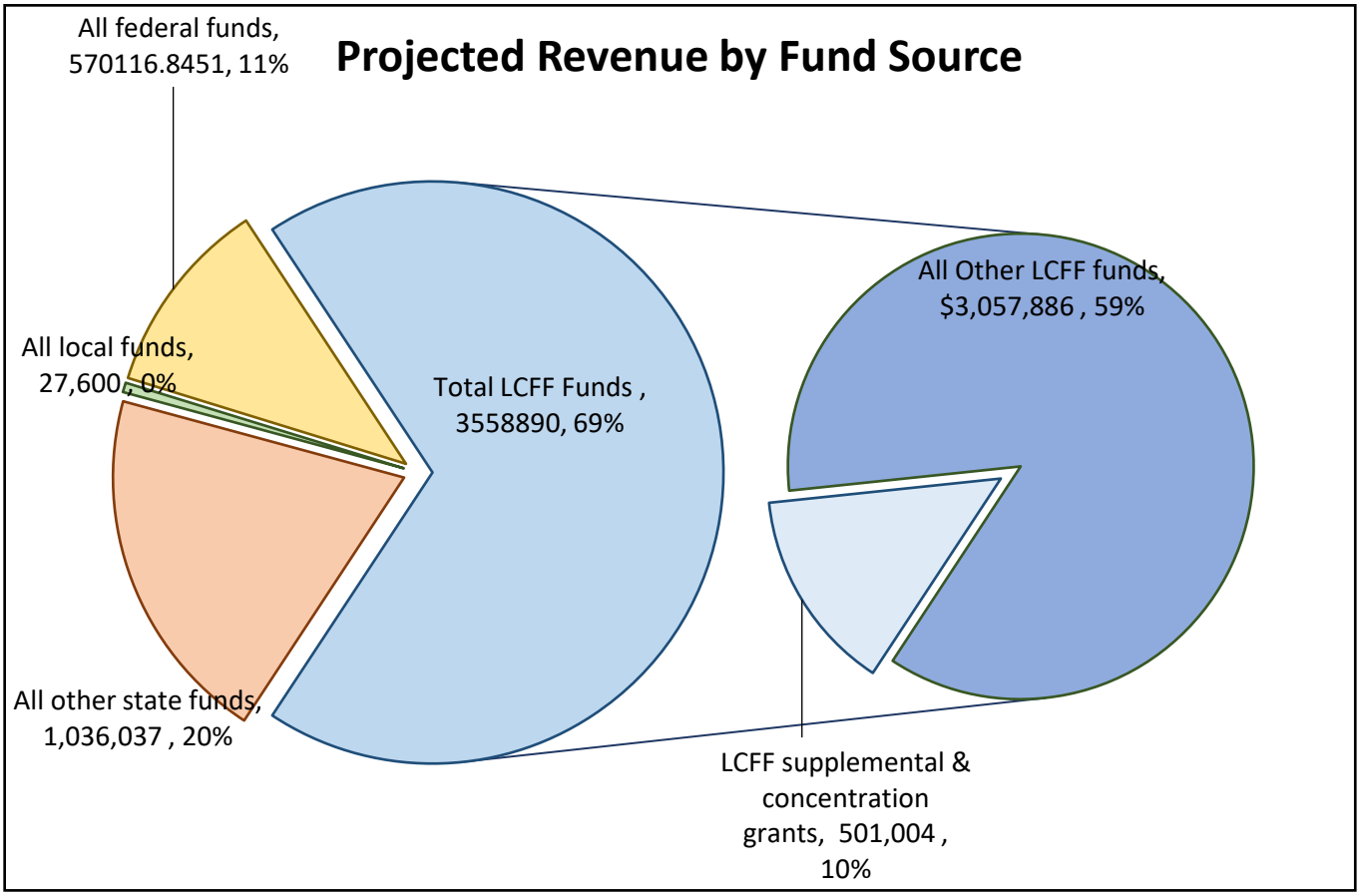
CDS Code: 43 10439 0131748

School Year: 2022 – 23

LEA contact information: Llesenia Villalobos, Principallvillalobos@voicescharterschool.com408-791-1700

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

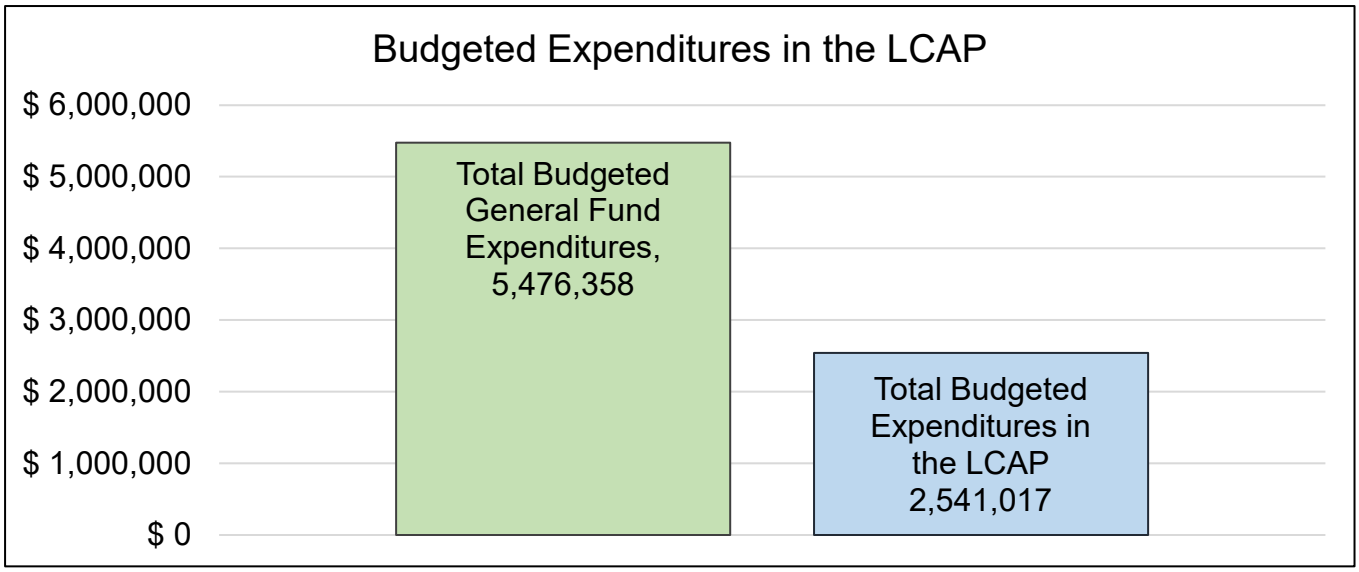


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Morgan Hill expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at Morgan Hill is $5,192,644.15, of which $3,558,890.00 is Local Control Funding Formula (LCFF), $1,036,037.30 is other state funds, $27,600.00 is local funds, and $570,116.85 is federal funds. Of the $3,558,890.00 in LCFF Funds, $501,004.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Voices College-Bound Language Academy at Morgan Hill plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy at Morgan Hill plans to spend $5,476,357.70 for the 2022 – 23 school year. Of that amount, $2,541,017.00 is tied to actions/services in the LCAP and $2,935,340.70 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

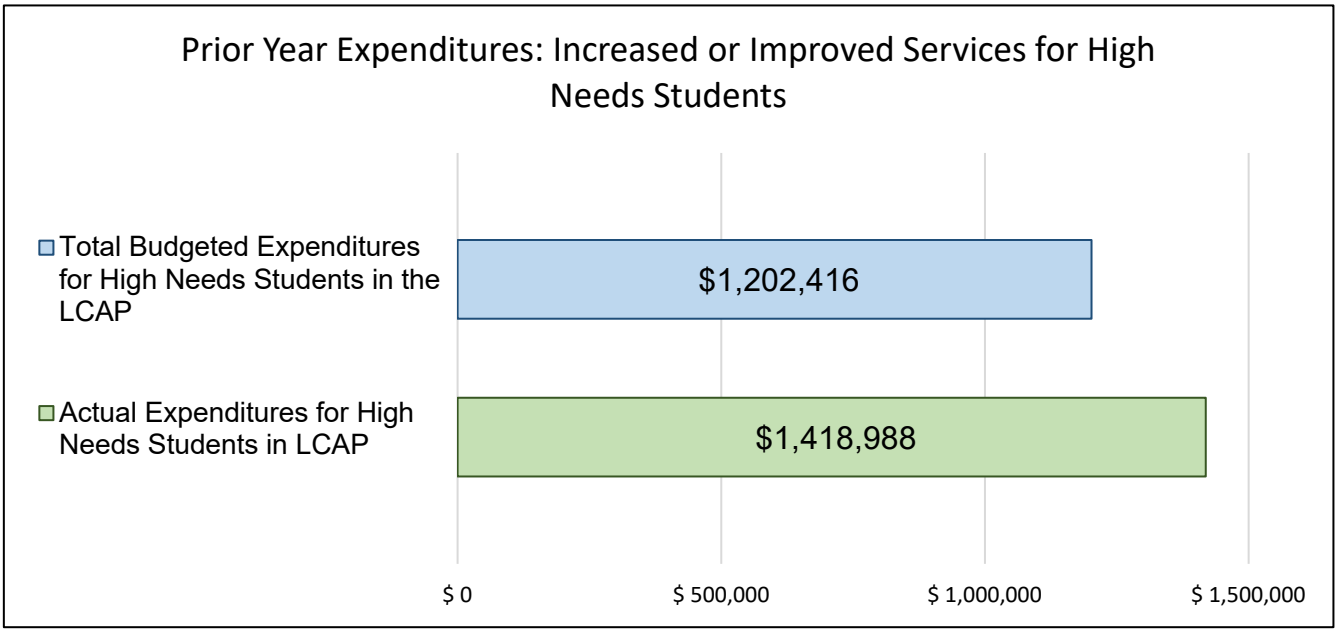
Business Office Expenses, Special Education and Nutrition program expsenses, legal and oversight fees, insurance, equipment leases

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Voices College-Bound Language Academy at Morgan Hill is projecting it will receive $501,004.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at Morgan Hill must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at Morgan Hill plans to spend $614,199.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Voices College-Bound Language Academy at Morgan Hill budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Voices College-Bound Language Academy at Morgan Hill estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Voices College-Bound Language Academy at Morgan Hill's LCAP budgeted $1,202,416.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Morgan Hill actually spent $1,418,988.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Voices College-Bound Language Academy at Morgan Hill has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022 at https://voicesacademies.org/wp-content/uploads/2021/07/Morgan-Hill-LCAP-Merged.pdf (p. 42-44)

Voices College-Bound Language Academy at Morgan Hill included the additional Cost-Of-Living-Adjustment (COLA) during the 2021-22 LCAP development process, and as such there was no additional LCFF funding to engage our educational partners around.

The board reviewed the Educator Effectiveness Grant plan on October 28, 2021 and approved the plan on December 1, 2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Voices College-Bound Language Academy at Morgan Hill did not receive the additional concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Voices College-Bound Language Academy at Morgan Hill has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as Voices sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following link and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic. Local Control and Accountability Plan https://voicesacademies.org/wp-content/uploads/2021/07/Morgan-Hill-LCAP-Merged.pdf (p. 42-44)

Educational partners were engaged on the use of Expanded Learning Opportunities Grant plan funds on the following dates:

-November 2020 and May 2021 Pre and Post Parent, Student and Staff 3rd party Social Emotional Survey

-May 2021 Staff meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.

-May 2021 ELAC meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.

-May 2021 Parent Community Meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.

-May 2021 Stakeholder Survey to gather input for supplemental instructional and support services

- May 27, 2021 Board Meeting with opportunity for public comment on the Extended Learning Opportunities Grant Plan.

Voices Expanded Learning Opportunities Grant and ESSER III plans have 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 workshop 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 the ESSER III plan. School community members were 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 LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Voices College-Bound Language Academy at Morgan Hill is implementing the federal American Rescue Plan Act and federal Elementary and Secondary Emergency Relief expenditure plan through each of the actions in boldface type. Voices College-Bound Language Academy at Morgan Hill is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act with one staff person serving as our **Covid Liaison**. This staff member has been well-trained and able to implement clear protocols with regards to daily temperature checks and health reviews, Covid-19 testing, and social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. Weekly PCR testing is available for staff and students are referred to community health agencies for testing and vaccination. There are protocols for frequent hand washing and hand sanitizing, and hand sanitizing stations are available throughout the campus. Students and staff are required to wear face coverings both inside and outside except while eating. Surgical masks are required for all staff effective 1/2022. Presentations have been created for teachers to share with students monthly on proper hand washing and mask wearing.

When students report feeling symptoms on the daily health and wellness survey, an alert is sent to the school and before the student can return to school, a negative COVID-19 test or a doctor's note is required. If students feel ill at school, they are sent home immediately. If students are exposed to COVID-19 at school, the school closes the classroom for the safety of all students. The school has increased regular school cleaning with **Custodial Support** this year, and also incorporated a deep cleaning protocol for a classroom any time there is an exposure.

As a result of this work and evidence of our success, there has been no school-based transmission prior to Winter Break. Data from the county indicate that the school case rate is lower than other schools in the county. One challenge with the strict exposure protocol has been frustration from parents about finding childcare when a classroom closes.

Continuity of Instruction has been impacted by the classroom exposures, but all students are sent home with independent study packets. The biggest challenge has been parents picking up packets and then students returning the completed packets when they return to the classroom. The school does allow fully vaccinated students to return to campus to complete their schoolwork, and it has been a challenge to find space for them to work while the classroom is closed for cleaning and disinfection.

Clerical Support has been crucial to our efforts at maintaining student and staff health and safety. The office staff at the school collects all health information from families and sends it to the COVID Liaison. Parent Square is used to send out updated health and safety protocols to families and referrals to testing and vaccination locations. The school has been successful at providing clear, consistent communication to families. At the beginning of the school year, some families had technology struggles with completing the daily check in and office staff have been able to help them.

The school prioritized retaining the **Teaching Staff** to maintain smaller class sizes this year to ensure all students receive the support needed after spending over a year in distance learning. The school has been able to retain most of the existing teaching staff despite lower than forecast enrollment and ADA and has successfully maintained smaller class sizes. Even with the additional funding available to retain the teaching staff, staffing has been challenging this year due to teacher resignations from pandemic-related job stress and the teacher shortage.

The school also prioritized providing **Instructional Support** for our teachers by providing an Instructional Coach. The school was able to hire an instructional coach, but due to regular classroom teacher resignations, the coach has spent most of the time supporting students in the classroom without a permanent teacher instead of coaching teachers.

Nutrition Consultants have helped the school streamline the food service program and ensure students receive nutritious meals each day. The meals are in compliance with the national school food standards and provided by a high-quality food services provider partner. The school provides all students a hot breakfast and lunch. Due to supply chain and increased prices, the food service provider has shared that they will need to raise the prices they charge the schools, which may be a challenge down the road.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Voices is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. Based on our annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports. The ESSER III expenditure plan provides additional supports to address learning loss for students with Teaching Staff and Instructional Support that supplement the related LCAP actions (Goal 2, Action 4, p. 51; Goal 4, Action 3, p. 59).

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized in the LCAP this year. The ESSER III expenditure plan COVID Liaison, Clerical Support, and Custodial Support actions supplement the Facility Maintenance action (Goal 3, Action 5, p. 57) previously outlined in the LCAP. The ESSER III expenditure plan provides additional support for student well-being with the Nutritional Coaching action. This action is aligned to the LCAP, Goal 3 "Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community." Students need appropriate nutrition in order to learn.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Morgan Hill	Llesenia Villalobos, Principal	lvillalobos@voicescharterschool.com 408-791-1700

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Voices College-Bound Language Academy at Morgan Hill (Voices MH) is a diverse and innovative school, serving a high needs community with the mission to “prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program.”

In 2021-22, Voices MH served a total of 392 students with diverse needs and backgrounds across Kindergarten through 7th grade. Approximately 306 (78.1%) of students qualify for Free or Reduced Lunch; 237 (60%) are English Learners; and 41 (10%) are Reclassified Fluent English Proficient. In addition, 43 (10.9%) students qualify for SPED (Special Education) services. Our students represent a variety of backgrounds, with our most significant populations identifying as Hispanic/Latino (98.2%); other ethnicities include White (1%) and Asian (0.5%). The unduplicated pupil percentage is approximately 81%.

We believe in our students, and we believe in the power of the values that drive our efforts to support our students to succeed. At the center of our core values is In Lak’ech, the philosophy of loving and caring for one another because we are one. “Si Se Puede” Attitude, Scholarship, and Activism then take our students into a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Voices MH which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements by focusing on four broad goals: Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model; Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports; Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they

participate fully in student learning and the school community; Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Council. The English Learner Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Voices MH based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on the 2019 California Dashboard and local data, here are some successes from the 2018-19 school year

- Voices MH’s suspension rate is “Blue” on the Dashboard. All subgroups are blue.

- Voices MH’s chronic absenteeism rate is “Green” on the dashboard with all subgroups in Green except for Students with Disabilities in Yellow.

Based on the local data, here are some successes from the 2021-22 school year:

Benchmark 2 data demonstrates growth in Kindergarten through 8th grade in Math compared to Benchmark 1(18% of students were proficient in Math in December and 26% were proficient in March). We also saw growth of 9% proficient in ELA to 14% during that same time period. The growth is more pronounced when compared to the diagnostic assessments we administered at the beginning of the year. We believe that this success can be attributed to the providing teacher support with planning time, instructional coaching, and regular data analysis sessions. Despite staffing challenges, the school has been able to honor teachers' daily professional development time (since after the mid-year point) so they are able to focus on instruction. The school also built Professional Learning Communities(PLCs) by starting with the foundation around the definition and purpose of PLCs, the role of data in the PLC process, and then progressing to development of common understandings and expectations for the PLC time. We look forward to building upon the foundation that was laid this year.

The school has also successfully supported teachers by providing instructional coaching throughout the year, though not as much as had been planned. All teachers participate in both weekly and end of benchmark cycle data analysis to determine areas of student progress and needs. Administering four benchmarks this year instead of three benchmarks provided teachers, staff, and administrators with valuable baseline data to inform curricular, formative assessment, and instructional groupings. Using the results of their analysis, teachers plan together on how to best meet the whole group, small group, and individual student needs. The teachers have been proud to see the results of these efforts paying off with the increased student growth. The school will continue to provide these supports to teachers next year to support continued student progress.

The school has also made progress in supporting teachers more holistically by communicating how Voices is grounded in the Mission and Vision and cares very deeply about both student results and teacher well-being. The school has organized staff events to support morale and hosted one Day of Practice focused on establishing boundaries and finding joy in the work, and another Day of Practice with a Cognitive Behavior Therapist who provided tips for managing work stresses. The Voices Network team also met with teachers for empathy interviews to rebuild connections and help teachers to not feel so isolated. Team Z (Instruction) has also been able to be back on campus to provide support for teachers. These practices will be continued next year.

Students and parents have shared appreciation for our protocols for keeping students physically and mentally safe during this challenging year. We will continue to implement protocols and actions that support campus health and safety next year.

We implemented a Diversity, Equity, and Inclusion enrichment activity for students to learn more about different cultures and how to be understanding/inclusive. The students didn't like the particular format of the activity, but the success was that we tried it. Students expressed that we could change the format to make it more fun, and then they would like to do these types of activities. We will continue to think about how to implement these activities in ways that are engaging.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Chronic absenteeism was an area identified as a Success based on the 2019 CA Dashboard, but based on 2021-22 local data now that students have returned to full in-person instruction, the school has identified this as a need for the 2022-23 school year. We implemented a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English) and it will continue to be a focus moving forward. Tier I strategies target all students. Tier I strategies include sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, sending reminders after winter and spring break to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies include Dean of Culture monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, and SST meetings to discuss impact on learning as a result of being absent. Home visits were not conducted this year given Covid concerns and we hope to add these back next year. Tier III supports are needed by students demonstrating chronic absenteeism. Students and families received individualized support and modifications. These plans are adjusted for students as needed. Tier III strategies include: referring students to outside support and providers, creating specialized student plans for participation, implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Attendance was a complicated issue to tackle in the 2021-22 school year with students needing to quarantine at home due to being identified as close contacts and then not completing the work required to count for independent study attendance. We look forward to a more stable 2022-23 school year where the tiered intervention approach can work more effectively. In 2022-23, we hope to have the necessary staffing to fully implement our advisory program where the social emotional learning curriculum will be utilized to help students identify their feelings and develop positive, constructive ways to express those feelings. Implementation of this program will support regular student attendance and positive behaviors.

- Of our total student population, 60% are English Language Learners and 10.9% are students with disabilities. Our internal data shows that these subgroups are performing at lower proficiencies than our overall population. We will target this area for improvement in both ELA and Math. We will continue to focus on this area with the following actions:

- Next year Voices will continue to provide English Language Development training to all of our K-8 teachers next year. The training will include different sessions that cover our ELD curriculum or ELD strategies and background, including understanding the proficiency levels of students and what structured language practice looks like.

- We will continue to do regular deep dives into interim assessments, where student work will be individually reviewed. As a result, teachers will be able to plan whole-group reteach lessons or small group and one-on-one supports. This will also help the teacher and admin team focus on “target students” or students who would be a focus and represent the class.

- We will continue to implement weekly intellectual preparation planning sessions and weekly data meetings. Based on local data, the principal and coach will work directly with grade-levels that need more support in order to increase student outcomes. Students with Disabilities and English Learners will be identified in these sessions and the principal will support teachers in planning to meet the specific needs of these individual student groups. These sessions also help teachers understand the ELA standards and texts they are teaching and to construct exemplars before teaching a lesson.

- We will provide a dedicated instructional coach to provide weekly coaching sessions based on observation in either math and ELA.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2022 LCAP provides our plan for improvement and development. We have designed four goals which encompass the breadth of our program.

Goal 1: Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model. All teachers will be trained in research-based strategies to support English language acquisition of English Learners. Time will be devoted to proper administration and data analysis of the ELPAC to ensure teachers have accurate data to determine instructional strategies and ELD groupings.

Goal 2: Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports. We will continue to ensure the primary grades are staffed with teachers and associate teachers to ensure students have ample support. All teachers will receive coaching support and the Student Services Manager will provide additional support to teachers and students.

Goal 3: Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community by providing a Dean of Culture, Enrichment Activities, an Advisory program for upper grades, as well as facilities maintenance and administrative support staff to oversee and ensure safe facilities.

Goal 4: Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction by providing a competitive salary package, credential monitoring, support with enrollment and completion of a teacher Induction program, summer professional development, and school leader training focused on supporting teachers with development of strategies that support English Learner progress.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Voices MH is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Voices MH is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Voices MH is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Voices MH knows the importance of educational partner engagement, as it leads to developing an effective plan for the school and student success. Voices MH has used several structures to effectively communicate and engage key educational partners in the Local Control and Accountability Plan (LCAP). The process involved numerous annual meetings and surveys with educational partners to engage them in the LCAP goals and actions.

Throughout the year, Voices MH held ELAC meetings, workshops, and Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition, an LCAP overview was presented to educational partners and a feedback survey was sent out using our communication platform, ParentSquare. All materials were provided in English and Spanish. The following meetings listed below were hosted by Voices MH and educational partner feedback was collected.

Due to our small size, Voices ELAC functions as the primary parent advisory group and also fulfills the role of the LCAP Parent Advisory Committee . In addition to this stable group of teachers, administrators, and parents that provide feedback throughout the year on the strengths and needs of our program, we also host an LCAP Overview meeting for all Staff and Parents to provide them the opportunity to provide feedback specifically about the LCAP.

Parents/guardians, teachers, staff, and school administrators have provided feedback at many of the events listed below and also through the Network-wide surveys and individual empathy interviews conducted at the network level to reconnect with teachers and ensure their concerns are addressed.

Opportunities for parents to discuss LCAP topics:

Cafecitos: Once a month (more than one most months) virtually

ELAC Meetings: October 7th, November 10th, January 27th, February 24th, March 10th

Parent Workshops: 10/21/21, 11/18/21, 2/17/2022, 3/24/22, 4/28/22

LCAP Overview Meeting

SELPA review: June 2022

Students provide feedback to their classroom teachers and also in the 3rd party independent survey given twice during the school year.

Voices College-Bound Language Academy at Morgan Hill evaluated its stakeholder engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are neither present nor served by Voices MH. Likewise, Voices MH teachers and personnel are not represented by a local bargaining unit.

A summary of the feedback provided by specific educational partners.

A summary of the feedback provided by specific educational partner groups are listed below.

Teachers/Staff/Administrators: Teachers and school leaders have requested additional training and support with implementing English Language Development (ELD) and language learner strategies. They also want us to continue investing in retaining the highest-performing teachers and staff and developing the middle school's advisory and social emotional support. High needs still exist in SEL for students and integrating more enrichment activities that support SEL and DEI for both students and staff would be helpful. The lack of staff support due to staffing shortage has made implementation of SEL support difficult this year. Teachers need understanding of the developmental changes in middle school students. Middle school teachers need more resources to support their understanding of adolescent development.

Special education staff and general education teachers and associate teachers have both requested support with differentiation strategies in the classroom following a year of focusing on inclusion and co-teaching strategies (done in 2018-19). Teachers express wanting to see more academic support for students with disabilities. More support staff or more training to meet the needs of students with IEPs would be helpful.

Students expressed interest in more enrichment activities. A 3rd party independent survey given twice during the school year has also indicated that while 4th and 5th graders surveyed conveyed that supportive relationships are strong with 88% responding favorably, student engagement is an area of growth as only 60% of 4th and 5th graders surveyed responded favorably. Of 6th thru 8th graders surveyed, 74% responded favorably to supportive relationships and only 30% responded favorably to student engagement.

Families expressed interest in additional enrichment activities. Families are looking forward to a more stable 2022-23 school year where continuity of instruction does not get disrupted by pandemic related quarantine requirements.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Feedback from our educational partners was carefully considered and incorporated into the LCAP in the following areas:

- Goal 1, Action 1 Systematic ELD and SIOP Teacher Training is continuing in response to teachers and school leaders requesting additional training and support with implementing English Language Development (ELD) and language learner strategies.
- Goal 2, Action 6 The Student Services Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for Special Education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. Having a point person on the team to track data and support with coaching of teachers will help us stay focused on this subgroup as a priority for the coming years. This action was continued based on feedback from teachers, staff, and school administrators about the need for further support with differentiation strategies to support students with special needs.
- Goal 2, Action 9 Small class sizes, teacher recruitment & retention was added in response to feedback from teachers, staff, and administrators about the need to continue investing in retention of teachers and staff.

- Goal 3, Action 2 Enrichment Activities and Advisory Curriculum was modified based on student survey data indicating teacher-student relationships in the 6th-8th grades is an area of growth. We will continue to use the ToolBox SEL Curriculum. The Advisory/Student Council referred to as Grupo Estudiantil for Voices Middle School students will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas.

Goals and Actions

Goal 1

Goal #	Description
1	Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model. (Priority 2, 4A, 4C, 4D, 8)

An explanation of why the LEA has developed this goal.

A large percentage of our population is made up of English Language Learners (ELs) and all of our students are language learners in our dual-immersion program. The majority of our students who are ELs also fall into our SED subgroup. Internal interim math and ELA assessments show that when we pull our English Learners in comparison to RFEP and English Only students, our English Learners fall behind their peers. Teachers and school leaders have also requested additional training and support with implementing English Language Development (ELD) and language learner strategies. If the school provides teachers with training to develop a deeper understanding of language development for both native and second languages as described in the actions below, achievement on each of the following metrics will increase.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard-Academic Indicator **English Language Arts** average scale score distance from standard for all	Distance from Standard 18-19 All Students: 23.4 points below standard	No CA Dashboard data provided for 2021 due to the pandemic related testing disruptions			All Students - 13 points below standard Hispanic -13 points above

students and all numerically significant subgroups	Hispanic -23.2 points below standard English Learners -26 points below standard Socioeconomically Disadvantaged - 26.5 points below standard Students with Disabilities -74.4 points below standard	(See local data in Goal 2)			English Learners - 16 points below standard Socioeconomically Disadvantaged - 16 points below standard Students with Disabilities - 64. points below standard Data Year: 2022-23 Data Source: CA Dashboard
CA School Dashboard- Academic Indicator **Math** average scale score distance from standard for all students and all numerically significant subgroups	Distance from Standard 18-19 All Students - 4.7 points below standard Hispanic - 5.8 points below standard English Learners - 7 points below standard Socioeconomically Disadvantaged - 8 points below standard Students with Disabilities - 52.1	No CA Dashboard data provided for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)			All Students - 4 points above standard Hispanic - 3 points above standard English Learners - 2 points above standard Socioeconomically Disadvantaged - 2 points above standard Students with Disabilities - 42 points below Data Year: 2022-23

	points below standard				Data Source: CA Dashboard
CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (Overall performance in SBAC) for all students and all numerically significant subgroups	ELA Meeting or Exceeding Standard 18-19 All Students - 42.47% Hispanic - 42.26% English Learners 24.49% Socioeconomically Disadvantaged - 41.27% Students with Disabilities *not available*	No CA Dashboard data provided for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)			All Students - 48% Hispanic - 48% English Learners 30% Socioeconomically Disadvantaged - 48% Data Year: 2022-23 Data Source: CA Dashboar
CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for Math (Overall performance in SBAC) for all students and all numerically significant subgroups	**Math** Meeting or Exceeding Standard 18-19 All Students - 53.43% Hispanic - 53.52% English Learners 42.85% Socioeconomically Disadvantaged -50.79% Students with Disabilities *not available*	No CA Dashboard data provided for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)			All Students - 58% Hispanic - 58% English Learners 44% Socioeconomically Disadvantaged - 51% Data Year: 2022-23 Data Source: CA Dashboar

CA School Dashboard- English Learner Progress Indicator (ELPI) The percentage of current English Learner students who progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4	2019 CA Dashboard 37.6%	ELPI not Reported 2021-22 43% Students Scored 3 or 4 on ELPAC DataQuest ELPAC Summative			44% of English language learners progress at least one level or maintain Data Year: 2022-23 Data Source: CA Dashboard
DataQuest Percentage of students redesignated Fluent-English Proficient since last census	19-20 12.7% reclassification rate	20-21 0% reclassification rate Data Source: Dataquest			15% reclassification rate Data Year: 2022-23 Data Source: Dataquest

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic ELD and SIOP Teacher Training	If we train all of our teachers in both Systematic ELD (by EL Achieve) and the Sheltered Instruction Observation Protocol (SIOP) models then all of our teachers will increase their knowledge of language learner strategies. This will result in teachers making the best instructional moves for language learners throughout our day (for both Spanish and English learners per our dual immersion model) which is needed based	$ 10,400	Y

		on our current EL subgroup data.		
Action 2	ELPAC administration	If we train our associate teachers to proctor initial and summative ELPAC then we are able to have data to review with teachers during ELD training, make student groups for designated ELD and address EL gaps via instruction. This will result in more targeted instruction for English Learners in both designated and integrated ELD based on their proficiency, strengths and development because currently our data shows we can improve our instruction of ELs.	$ 2,000	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned, except teachers and staff were not provided with SIOP training.

Successes with the action implementation process include providing Systematic ELD training to everyone compared to previous years where only certain staff members were trained. This created more knowledge and support for English Language Learners. Teachers were incorporating the language acquisition strategies they learned into other content areas throughout the day.

Some challenges with implementation this year were not being able to provide SIOP training and needing more training of teachers about best practices for differentiating instruction during English Language Development time. We had to make adjustments in our initial PD plans as a result of staffing and pandemic challenges.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The SIOP Teacher Training action was not successful because it was not able to be implemented as planned.

The actions of Systematic ELD and ELPAC administration were effective this year based on teacher, staff, and administrator feedback on the value of the training and the importance of having accurate ELPAC data to make instructional decisions. The data that the school has to use in this analysis is from 2021 when students were finishing more than a year in the distance learning format, which is not an ideal format for

English language acquisition. The data showed a 0% English Learner reclassification rate in 2021 and 43% of students achieving a score of 3 or 4 on the ELPAC in 2021 indicating that our actions were not highly effective in the distance learning format.

Due to the 2020 and 2021 CA Dashboards not being produced and VOICES students not participating in 2021 CAASPP testing due to the pandemic, there is a lack of data to determine the effectiveness of these actions in promoting the achievement of all students, particularly for English Language Learners. Voices MH looks forward to the availability of 2022 CA Dashboard data to do a robust analysis of the effectiveness of these actions for our students now that the school has returned to in-person instruction.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school is not making any changes to the planned goal, desired outcomes, or actions for the coming year based on the reflections on prior practice.

The metrics for all CAASPP data were modified to include “for all students and all numerically significant subgroups” to ensure it is clear that the school is tracking the outcomes for each of these groups.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 2

Goal #	Description
2	Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports (1B, 2, 7, 8)

An explanation of why the LEA has developed this goal.

Two subgroups of concern with academic achievement are students with disabilities and socioeconomically disadvantaged students, particularly in ELA. Our internal reading and math interim assessment data shows that while some students with disabilities are performing similarly to their general population counterparts in math, our students with disabilities are still having challenges in reading comprehension and writing assignments with grade-level texts. Special education staff and general education teachers and associate teachers have both requested support with differentiation strategies in the classroom following a year of focusing on inclusion and co-teaching strategies (done in 2018-19). We will continue to build on that knowledge. Our response to COVID-19 pandemic and distance learning also helped us realize

how key our associate teachers were in supporting students and mitigating learning loss. Associate teachers and their training proved invaluable to helping us make progress with our students and will be even more vital as we look to come back to school in person and close an even wider gap for socio-economically disadvantaged students, students of color, English Learners and students with special needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-8 in Benchmark 2: % proficient	29% of students proficient Data Year: 20-21	26% of students proficient in Data Year: March 2022 Data Source: Local Assessment Data			45% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: Local Assessment Data
Internal ELA Assessment 2-8 in Benchmark 2: % proficient	13% of students proficient Data Year: 20-21	14% of students proficient Data Year: March 2022 Data Source: Local Assessment Data			30% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: Local Assessment Data
ELA MAP Assessment Growth Goals: % meeting growth goal	ELA 62% met MAP growth goal	ELA 46% Students met Spring to Spring MAP growth goal Data Year: 2021-22 Data Source: Local Assessment Data			65% of students meet their growth goals in ELA based on MAP Reading Data Year: 2023-24 Data Source: Local Assessment Data

Math MAP Assessment Growth Goals: % meeting growth goal	Math 57% met MAP growth goals	Math 59% Students met Spring to Spring MAP Growth Goal Data Year: 2021-22 Data Source: Local Assessment Data			65% of students meet their growth goals in math based on MAP mathematics assessment Data Year: 2023-24 Data Source: Local Assessment Data
% of teachers receive academic content and performance standards professional development	100% of teachers receive academic content and performance standards professional development	100% of teachers receive academic content and performance standards professional development Data Year: 2021-22 Data Source: Local Professional Development calendar			100% of teachers receive academic content and performance standards professional development Data Source: Local Professional Development calendar
% of students have access to standards-aligned materials for use at home and at school	100% of students have access to standards-aligned materials	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2021-22 Data Source: Curriculum and Assessment inventory/ procurement list			100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Data Source: Curriculum and Assessment inventory/ procurement list

CA Science Test (CAST) % of students meeting/exceeding standards for all students and all numerically significant subgroups (added in 2022)	No CAST data for 2021 due to the pandemic related testing disruptions	N/A (metric added in 2022)			TBD once baseline established Data Year: 2022-23 Data Source: Dataquest

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Benchmark Assessment Licenses and Screeners	If we purchase benchmark assessment licenses and systems (such as Illuminate, NWEA/MAP, STAR/Renaissance, LAS Links, Achievement Network interims, Illuminate), we will have the data on how our subgroups are performing in ELA and math at the start of the year and three additional times throughout the year. We can then use this data to reflect on instruction and drive instruction for small groups, specific students or the whole group supports. We will purchase a PKRS kindergarten screener test to determine which incoming students may already need interventions, class supports, student success team support or additional tests. We can identify students with special needs early on.	$ 23,140	Y
Action 2	Standards Aligned Core Curriculum	By purchasing curriculum for ELA (EL Education and Navigator Literature), we are providing all students with access to high-quality complex grade-level work, especially unduplicated students. Much of the curriculum includes strategies for subgroups, including ELs. This will help us stay focused on both the work of meeting students where they are at but also accelerating students' achievement by focusing on grade-level work. Curriculum includes both student and teacher materials.	$ 17,100	N

Action 3	Staff Coaching support	If we provide staff with coaching support through one full-time coach in addition to a principal who also coaches, we can support teachers with their data-analysis skills during data meetings, with professional development and coaching/observations, with their engagement techniques with real-time coaching and help them plan for small group reteach, tier 1 and tier 2 strategies or specific student needs. This will help us increase academic achievement for all students, but in particular for students with special needs and socioeconomically disadvantaged students.	$254,131	Y
Action 4	Associate teachers (Title I)	Provide associate teachers in primary grades in order to provide academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, by providing daily enrichment to students. This creates more adult:student ratios and differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	$ 129,172	N
Action 5	Technology and programs for adaptive intervention programs	If the school purchases additional classroom technology such as student laptops and iPads and additional programs for blended learning, these resources will allow us to provide targeted intervention lessons to students in ELA and math. These programs may include Dreambox, Achieve3000/SmartyAnts and their associated professional development costs. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content. Small group and personalized instruction will support English learners, Socioeconomically disadvantaged students, as well as students with disabilities.	$ 91,516	Y

Action 6	Formative assessment programs	If we purchase informal assessment and participation systems (such as GoFormative), we will have daily and weekly data to review in data meetings. We can then use this data to reflect on instruction in smaller cycles and impact instruction for small groups and specific students. Our associate teachers, special education teachers and general education teachers can work to pull small groups.	$4,000	N
Action 7	Student Services Manager	The Student Service Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for Special Education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. Having a point person on the team to track data and support with coaching of teachers will help us stay focused on this subgroup as a priority for the coming years.	$107,631	N
Action 8	LAS Links administration	If we purchase and train our associate teachers to proctor LAS Links (Spanish language proficiency) to measure spanish language development our teachers will have data to know where their students all land in terms of language development. They can then modify lessons or better integrate language learner strategies in specific Spanish language or content area lessons.	$4,000	N
Action 9	Small class sizes, teacher recruitment & retention	If we provide small class sizes and invest in teacher recruitment and retention by providing bonuses and raises to ensure a competitive compensation package, we will be able to employ and retain highly qualified teachers who will be able to provide more individualized instruction for students resulting in higher outcomes in student achievement.	$ 248,253	Y

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All of the actions were implemented as planned except the Staffing Coaching Support action because we only had one coach hired at the beginning of the year and then that coach left at the end of February. Teachers still received instructional coaching from the principal instead of a dedicated instructional coach. Associate teachers staffing has been a challenge and we were only able to provide Associate Teachers in K-3rd grade. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.

Administering diagnostic assessments this year allowed the school to have better baseline data to target the academic supports. The data was also used to determine how to best adapt the curriculum and formative assessments in Math, ELA, and Guided Reading to meet the needs of students. The data analysis throughout the year has allowed teachers and staff to create specific instructional plans for whole group, small group and individual instruction based on the data.The Associate Teachers have successfully supported with small group and individual instruction.

It was a challenge to administer all the assessments during the scheduled windows due to staffing shortages due to illness as well as student absences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Estimated Actual Expenditures for the Associate Teacher action were less than budgeted due to the inability to staff positions.

An explanation of how effective the specific actions were in making progress toward the goal.

The action of Staff Coaching support was highly effective in 100% of teachers receiving academic content and performance standards professional development.

Also, the Standards Aligned Core Curriculum action was effective in achieving 100% of students with access to standards-aligned materials.

The actions of Benchmark Assessment Licenses and Screeners, Associate teachers in grades K-4, Technology and programs for adaptive intervention programs, Formative assessment programs, Student Services Manager, and LAS Links administration worked together to achieve a high level of effectiveness with 26% of students proficient in 21-22 on the Internal Math Assessment K-8 in Benchmark 2, compared to the 18% proficient three months prior on Benchmark 1. There is partial effectiveness of these actions on ELA achievement with 14% of students proficient in 21-22 on the Internal ELA Assessment 2-8 in Benchmark 2, compared to 9% at Benchmark 1. Additionally, these actions were effective in achieving 46% of ELA MAP Assessment Growth Goals and 59% Math MAP Assessment Growth Goals.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In Action 3 Staffing Support, the number of full time coaches was reduced from two to one due to reduced enrollment.

Action 5 Technology and programs for adaptive intervention programs was modified to describe how this action increases services to unduplicated pupils.

Action 9 Small class sizes, teacher recruitment & retention was added due to a significant investment in this area for next year which we believe is crucial for increasing student achievement outcomes.

All of the metrics language were modified to ensure they clearly describe what is being measured instead of the source of the data.

The metric CA Science Test (CAST) % of students meeting/exceeding standards for all students and all numerically significant subgroups was added to ensure we track student outcomes in Science when the data becomes available.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 3

Goal #	Description
3	Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community. (1C,3A,3B, 5A, 5B, 5C, 6A, 6B, 6C, 7, 8)

An explanation of why the LEA has developed this goal.

Based on the internal tracking system, Chronic Absenteeism is an area to improve. Additionally, our internal tracking systems show that overall attendance goals have not been met. The 2021-22 school year suffered the impact of the pandemic and students needing to quarantine at home due to being identified as close contacts and then not completing the work required to count for independent study attendance. In addition to the Covid protocol of needing a completed health screening to attend school resulting in parents/guardians keeping students home if any concerning symptom was noted.

Our Dashboard, internal data and observations, and family input indicate that student engagement is an area to address. A 3rd party independent survey given twice during the school year has also indicated that while 4th and 5th graders surveyed conveyed that supportive relationships are strong with 88% responding favorably, student engagement is an area of growth as only 60% of 4th and 5th graders surveyed responded favorably. Of 6th thru 8th graders surveyed, 74% responded favorably to supportive relationships and only 30% responded favorably to student engagement. Almost 1.5 years of distance learning due to the COVID-19 pandemic has led to some students reporting that they are feeling disengaged with school despite knowing their teachers care for them. This time away from in-person learning has resulted in a need for students to learn (lower grades) and rebuild (upper grades) social skills. Students need to rediscover the joy in school once more and a focus on their social emotional well being in addition to academics will help us accelerate learning for them

longer term. Restorative Practice and SEL training was conducted with instructional staff, support staff and Administrative staff. Additional staff and training is still needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of families responding to survey # of parents attending LCAP meetings	81% survey response No baseline (sign in sheet) parents/guardian participation LCAP meetings	25% survey response Due to Covid protocols all meeting were conducting virtually Data Year: 2021-22 Data Source: Local Surveys and Sign-in sheets			At least 75% of parents/ guardians will participate in the post Annual Family-School Relationships survey. Parent/guardian attendance at LCAP meetings will increase year over year. Data Year: 2023-24 Data Source: Local Surveys and Sign-in sheets
% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or parent education class	No baseline	Due to Covid protocols all meeting were conducting virtually Network-wide Parent/Guardian Ed Series - workshop dates:			At least 70% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or parent education class

		10/21, 11/18, 2/17, 3/24, 4/28 Data Year: 2021-22 Data Source: Sign-in sheets and training dates			Data Year: 2023-24 Data Source: Sign-in sheets and training dates
Average daily attendance rates as of **May 2nd** (P2)	ALL 90.14% ELs 89.60% SES on red 92.24% Data Year: 2019-20	ALL 89.30% ELs 89.08% Data Year: 2021-22 Data Source: Local			Maintain an attendance rate of ≥ 95% for All students Attendance rate of ≥ 95% for ELs Attendance rate of ≥ 95% for low SES Data Year: 2023-24 Data Source: Local
Chronic Absenteeism rate for all students and all numerically significant subgroups	All - 9.6% Dashboard EL - 8.7% Hipanic - 8.7% Socioeconomically Disadvantaged - 9% Students with Disabilities - 15% Source: 2019 CA Dashboard Chronic Absenteeism Indicator	All - 9.5% EL - 10.8% Hispanic - 9.4% Socioeconomically Disadvantaged - 10.7% Students with Disabilities - 20% Source: DataQuest Data Year: 2020-21			All <10% EL <10% Hispanic <10% Socioeconomically Disadvantaged <10% Students with Disabilities < 10% Data Year: 2022-23 Data Source: Dataquest

Middle School Dropout Rate	0%	0% Data Year: 2020-21 Data Source: CALPADS 8.1C			Voices will maintain a middle school dropout rate of ≤2% Data Year: 2022-23 Data Source: CALPADS 8.1C
Percentage of Student Suspended for all students and numerically significant subgroups	All - 0% Students with Disabilities 0% Data Year: 2019-20	All - 0% Students with Disabilities - 0% Source: DataQuest Suspension Data Year: 2020-21			Maintain a low student suspension rate of ≤5% for all students Maintain a low student suspension rate of ≤5% for Students with disabilities Data Year: 2022-23 Data Source: Dataquest
Student Expulsion Rate for all students and numerically significant subgroups	0%	0% Source: DataQuest Expulsion Data Year: 2020-21			Maintain a low expulsion rate of ≤1% Data Year: 2022-23 Data Source: Dataquest
% of students grades 4-8 responding favorably to survey	59% of students grades 4th-5th responded favorably	63% of students grades 4th-5th responded favorably			At least 70% of students respond favorably

Sense of Belonging section*	51% of students grades 6th-7th responded favorably	38% of students grades 6th-7th responded favorably Data Year: 2021-22 Data Source: Local			Data Year: 2023-24 Data Source: Local
% of parents/guardians responded favorably to school safety question	92% of parents/guardians responded favorably	81% of parents/guardians responded favorably Data Year: 2021-22 Data Source: Local			At least 80% of parents/guardians will respond favorably to the school safety survey question Data Year: 2023-24 Data Source: Local
% of students enrolled in a Broad course of study including unduplicated pupils and students with exceptional needs	100%	100% Data Year: 2021-22 Data Source: Local			100% Data Year: 2023-24 Data Source: Local
Walk-through Safety Tool*	At least 4 walkthroughs per year	3 walkthroughs conducted Data Year: 2021-22 Data Source: Local			At least 4 walkthroughs per year Data Year: 2023-24 Data Source: Local

Overall Facilities Inspection Rating (added in 2022)	TBD Data Year: 2021-22 Data Source: Local	N/A (added in 2022)			Good Data Year: 2023-24 Data Source: SARC

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Dean of Culture	Voices will hire and retain a Dean of Culture that promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional supports and oversee enrichment programs at the school for K-7.The Dean of Culture will provide parent/guardian education. This action is principally directed towards parents/guardians of unduplicated students, resulting in improved student success particularly for SED and EL students	$101,415	Y
Action 2	Enrichment Activities and Advisory Curriculum	Voices will purchase enrichment activities and supplies for students and a SEL curriculum for all students. This includes CCSS aligned arts enrichment curriculum licensing and materials, as well as physical activity programs such as Playworks or dance enrichment and ToolBox Curriculum. Advisory/Student Council referred to as Grupo Estudiantil for Voices Middle School students will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas.	$24,160	N
Action 3	Engaging Supplemental Technology	Voices will purchase programs to be used by students and teachers which promote student participation and engagement regardless of virtual or in-person instruction. These programs for purchase, such as NearPod, or PearDeck premium, will allow teachers to continue to use engagement strategies from 20-21 in class. We will also build on the success of distance learning by continuing to integrate these programs for all students.	$0	N
Action 4	Facility Maintenance	Voices will maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly, and	$458,272	N

		be available for any resurgence of the COVID-19 virus. We will continue to maintain our facility in good repair. Identified issues or needs will be tracked via the wok order process and will be completed in a timely manner Day custodian to clean regularly and also had the afternoon custodian to provide deep cleaning.		
Action 5	Admin Support Staff	School staff conduct regular walk-throughs of the school facility and assure repairs are made in a timely manner. The Business Clerk will concentrate time on school attendance and reporting.	$127,220	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned, except the school was unable to fill the positions needed to provide the middle school engagement services. Also, the use of Engaging Supplemental Technology was less than anticipated due to returning to full in-person instruction.

The Dean of Culture implemented student activities, but these were limited to the classroom to avoid mixing cohorts. The Dean of Culture is also encouraging parents to come to campus to participate in specific volunteering requiring proof of COVID vaccination, fingerprinting and TB Test in addition to consistency in schedule, however, these added requirements make it difficult for some parents to participate. The Chief Culture Officer Culture provided restorative practice/justice trainings in December and January for all teachers, associate teachers, support staff and administrators which focused on best practices for using positive reinforcements, social emotional learning and restorative practices.

We are proud of our safe transition back to in-person instruction by minimizing campus COVID exposure while creating a welcoming, warm school climate. Use of self-regulation strategies that are included as part of our SEL curriculum has helped with the transition back to campus this year. Staffing shortages have created some challenges with our school culture because we were not able to have students participate in the same number of enrichment opportunities.

Maintenance was also challenging this year because more repairs were needed. They were all addressed but it was a challenge to deal with this along with all of the other challenges inherent in schooling during a pandemic. Maintaining high daily attendance has been an additional challenge due to illness and quarantine and independent study requirements.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The difference in the expenditures for Middle School Engagement were due to the difficulties in staffing those positions.

An explanation of how effective the specific actions were in making progress toward the goal.

The action Middle School Engagement was not effective because it was not implemented though an Advisory/Student Council referred to as Grupo Estudiantil was used this year. The Dean of Culture, and Enrichment Activities were effective in promoting a positive school culture. These actions were highly effective in achieving 100% of students receiving a broad course of study provided, including unduplicated pupils (as measured by report card).

The Dean of Culture's effectiveness is evidenced by family survey data showing a sense of minimum barriers to engagement with the school and school safety as 78% responded favorably to barriers to engagement and 81% to school safety.

The Facility Maintenance and Admin Support staff actions were effective at conducting at least 4 walkthroughs per year and ensuring the school facility is in good repair.

The Engaging Supplemental Technology action's effectiveness is unclear because it was only partially implemented due to the return to full in-person instruction.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

All of the metrics for this goal where local data was being provided and state data is available were switched to use state data going forward in order to ensure all partners are using the same data sources to analyze outcomes. All metrics language has been modified to ensure that what is being measured is being described instead of the tool being used to measure it. The metric "% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or parent education class" added "and pupils with exceptional needs to ensure the school is measuring the degree to which the above actions are supporting the parents of these students as well.

The metric "% of students enrolled in a Broad course of study including unduplicated pupils and students with exceptional needs" added students with exceptional needs to highlight that we have a 100% inclusive program with all enrolled students having access to the same courses and accommodations provided when necessary for students to access the content of the course.

The Walk-through Safety Tool metric was removed and replaced with Overall Facilities rating to ensure the adequacy of our school facilities are being tracked and reported. The Middle School Engagement action has been removed due to difficulty filling those positions this year and reduced funding availability for these positions next year.

Action 2 Enrichment Activities and Advisory Curriculum has been modified to include, "Advisory/Student Council referred to as Grupo Estudiantil for Voices Middle School students will ensure we are teaching self-management skills to our adolescent students and create more

teacher-student relationships outside of traditional academic areas." in response to student survey data showing a lack of connection to the school community.

Action 3 Engaging Supplemental Technology will remain despite the fact that it was not fully implemented this year and there is no budgeted expenditures for the action in 2022-23 in case there is a need to return to distance learning and funding needs to be allocated to this action during the year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 4

Goal #	Description
4	Voices MH will recruit and maintain highly qualified teachers who are committed to the Voices vision and mission who will deliver high-quality Common Core standard based instruction. (Priority 1A, 6C)

An explanation of why the LEA has developed this goal.

We serve a traditionally underserved low-income, Latino and English Learner student population. This group has been hit particularly hard with COVID-19 pandemic related learning loss. While we were able to provide a strong virtual and hybrid program in 2020-21, research and our own internal data has shown that students did not make great growth. In particular, our K-1 students have faced challenges in literacy instruction online and we expect that we will need highly-trained teachers to support this learning loss. We want to make sure our teachers have the mindset, will and skill necessary to tackle the challenges of post-pandemic education and who can help us reach positive student outcomes. Coupled with the California teacher shortage before COVID-19, and that many educators are leaving the profession after a year of distance learning, we foresee a challenge in being able to fill these roles. We know pandemic related learning loss will have an impact on students in the years to come as well, and the more we can develop and retain highly-qualified, mission-driven teachers, the better for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed	100% Eligible Teachers complete induction program	100% Eligible teachers complete induction program			100% Eligible Teachers complete induction program

teachers complete induction program	within eligibility period	Data Year: 2021-22 Data Source: Voices BTSA list			within eligibility period Data Year: 2023-24 Data Source: Voices BTSA list
Percentage of properly credentialed teachers	100% teachers with appropriate permit or waiver credential	Data release by the CDE delayed.			100% teachers with appropriate permit or waiver credential Data Year: TBD Data Source: SARC

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction Program	Continue to implement the induction program for new teachers.	$14,000	N
2	Credential Monitoring	Continue to review teacher assignments each quarter, to ensure that they are appropriately credentialed	$16,988	N
3	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	$896,619	N
4	Summer Professional Development	If we provide high-quality summer training on our academic program and mission/vision, our teachers will have the skills and a clear why as to the work. This will set them up for a strong start with students in the fall, and coaches can return to this training as a foundation for coaching teachers.	$6,000	N

5	School Leader Training	If we train our school leaders in English Learner practices and support them in implementation, they will be better equipped to coach teachers in English learner strategies.	$5,000	Y

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned, except for the School Leader Training in English Learner practices. Instead we focused school leader support on setting a strong foundation for adult culture and a professional learning community focused on analyzing data together and sharing best practices, and ensuring a strong PLC was established.

Successes with the action implementation process include Summer Professional Development attended by all teachers and associate teachers in a hybrid format where they learned necessary teaching skills and then had the opportunity to practice those skills in person.

Teachers expressed that they felt supported around the credentialing requirements (many working towards BCLAD) and who to go to for support. The new teachers were still able to participate in the induction program in person this year, but the induction program coach wasn't able to be on campus at the beginning of the school year because of COVID protocols, but as regulations relaxed, the coaches were able to come to campus.

Some challenges with implementation this year involved not being able to provide the school leaders with additional English Learner professional development which would have made the school leader better able to support the teachers. The principal has previously been trained in EL strategies including Systematic ELD and SIOP training Also, some teachers struggled to meet the credentialing requirements because of the need for more free practice tests for teachers and more dates available to take the tests.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2 Credential Monitoring expenditures were higher than budgeted due to increased staffing costs for that position. Action 5 School Leader Training expenditures were higher than budgeted due to the change in professional development topic and provider based on staff needs.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions of the Induction Program, Credential Monitoring, Highly qualified teachers, and Summer Professional Development were highly effective in achieving 100% of eligible teachers completing the induction program. The effectiveness of the School Leader Training is unclear because it was not implemented as planned this year. We look forward to the functionality of the teacher credentialing data populating in our SARC reports directly from the CDE, so that we can reflect on our progress in this area.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school is not making any changes to the planned goal, desired outcomes, or actions for the coming year based on the reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$501,004	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
16.38%	0.00%	$0	16.38%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs

In reviewing the 2019 ELA and Math performance of our English learners and socioeconomically disadvantaged students, we find that there are not any CA Dashboard levels available for these groups. We had low performance in 2019 on the English Learner Progress Indicator, with 37.6% of students making progress towards English language proficiency. In 2021, the English Learner Progress Indicator was not produced by the CDE. On the ELPAC 43% of our English Learners scored at Levels 3 or 4. In 2020-21, the English Learner reclassification rate decreased dramatically to 0%

Actions

Based on a review of data, we have designed the 2022 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have planned for extensive professional development in English language acquisition strategies and data analysis for both teachers and school leaders. The academic support begins with small class sizes supplemented with

Associate Teachers further reducing the student to teacher ratios in our primary grade classrooms and allowing for more individualized attention and instruction for students.. All of our teachers receive coaching support to ensure they can use the most effective teaching strategies for our highest need students, including foster youth, English Learners and students of low SES. We have invested in recruiting and retaining our high-quality teachers this year to ensure our students' needs continue to be met with the best personnel available.

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training

Goal 2, Action 3 Staff Coaching support

Goal 2, Action 9 Small Class sizes, teacher recruitment and retention

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, and Reclassification rates. Current targets aim growth within the next two years for both ELA and Math (see expected outcomes in Goal 1), and growth in the English Learner Progress Indicator to 55% and to increase our reclassification rate to 15%. We plan to use interim assessment data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students and our English Learners had a suspension rate in the Blue level. Our Chronic Absence rate was in the Green level for both groups. In 2021-22, 81% of parents indicated that they feel their child is safe at school.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include providing a Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional Curriculum and oversee enrichment programs at the school for K-8. The Dean of Culture will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students.

Goal 3, Action 1 Dean of Culture

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Voices MH school community. We will also measure progress toward a high attendance and low chronic absenteeism (see above).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Voices MH is increasing services for foster youth, English Learners, and low-income students 20.09% through the following LEA-wide actions:

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training $10,400 = 0.34%

Goal 2, Action 3 Staff Coaching support $254,131 = 8.31%

Goal 2, Action 9 Small Class sizes, teacher recruitment and retention $248,253 = 8.12%

Goal 3, Action 1 Dean of Culture $101,415 = 3.32%

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Voices MH is a single school LEA with a greater than 55% unduplicated pupil population that does not receive the additional concentration grant funding due to the local district unduplicated pupil population not exceeding 55%.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Voices MH 1:20
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Voices MH 1:19

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,057,886	$ 501,004	16.38%	0.00%	16.38%	$ 614,199	0.00%	20.09%	**Total:**	$ 614,199
								LEA-wide Total:	$ 614,199
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Systematic ELD and SIOP Teacher Training	Yes	LEA-wide	All	All Schools	$ 10,400	0.00%
2	3	Staff Coaching Support	Yes	LEA-wide	All	All Schools	$ 254,131	0.00%
2	9	Small class sizes, teacher recruitment & rete	Yes	LEA-wide	All	All Schools	$ 248,253	0.00%
3	1	Dean of Culture	Yes	LEA-wide	All	All Schools	$ 101,415	0.00%

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,763,496.00	$ 2,676,220.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic ELD and SIOP Teacher Training	Yes	$ 8,176	$1,017
1	2	ELPAC administration	Yes	$ 2,000	$2,000
2	1	Benchmark Assessment Licenses and Screeners	Yes	$ 22,555	$22,553
2	2	Standards Aligned Core Curriculum	Yes	$ 28,200	$32,206
2	3	Staff Coaching support	Yes	$ 220,322	$201,733
2	4	Associate teachers in grades K-4 (Title I)	Yes	$ 288,452	$184,597
2	5	Technology and programs for adaptive intervention programs	Yes	$ 293,542	$272,060
2	6	Formative assessment programs	No	$ 3,100	$2,300
2	7	LAS Links administration	No	$ 3,492	$3,492
3	1	Middle School Engagement	No	$ 152,498	$0
3	2	Dean of Culture	Yes	$ 88,509	$87,724
3	3	Enrichment Activities and Advisory Curriculum	No	$ 5,800	$3,310
3	4	Engaging Supplemental Technology	No	$ 1,359	$0
3	5	Facility Maintenance	No	$ 1,497,361	$812,776
3	6	Admin Support Staff	No	$ 92,771	$87,466
4	1	Induction Program	No	$ 14,000	$7,000
4	2	Credential Monitoring	No	$ 16,776	$20,498
4	3	Highly qualified teachers	No	$ 1,016,478	$926,428
4	4	Summer Professional Development	Yes	$ 5,280	$4,061
4	5	School Leader Training	Yes	$ 2,825	$5,000

				$ -	$ -
				$ -	$ -
				$ -	$ -

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 484,679	$ 635,072	$ 486,440	$ 148,632	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Systematic ELD and SIOP Teacher Training	Yes	$ 7,276	$ 1,017.00	0.00%	0.00%
1	2	ELPAC administration	Yes	$ 2,000	$ 2,000.00	0.00%	0.00%
2	1	Benchmark Assessment Licenses and Screeners	Yes	$ 22,555	$22,553	0.00%	0.00%
2	2	Standards Aligned Core Curriculum	Yes	$ 7,700	$12,206	0.00%	0.00%
2	4	Associate teachers in grades K-4 (Title I)	Yes	$ 82,749	$ 90,000.00	0.00%	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	$ 287,422	$ 265,940.00	0.00%	0.00%
3	2	Dean of Culture	Yes	$ 88,509	$ 87,724.00	0.00%	0.00%
4	3	Highly qualified teachers	No	$ -		0.00%	0.00%
4	5	School Leader Training	Yes	$ 2,825	$ 5,000.00	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,933,536	$ 484,679	0.00%	16.52%	$ 486,440	0.00%	16.58%	$0.00 - No Carryover	0.00% - No Carryover

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Coversheet

MP 22-23 LCAP Approval

Section: V. 22-23 LCAP Approval
Item: C. MP 22-23 LCAP Approval
Purpose: Vote
Submitted by:
Related Material: VoicesMP_LCAP_2022.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Mount Pleasant

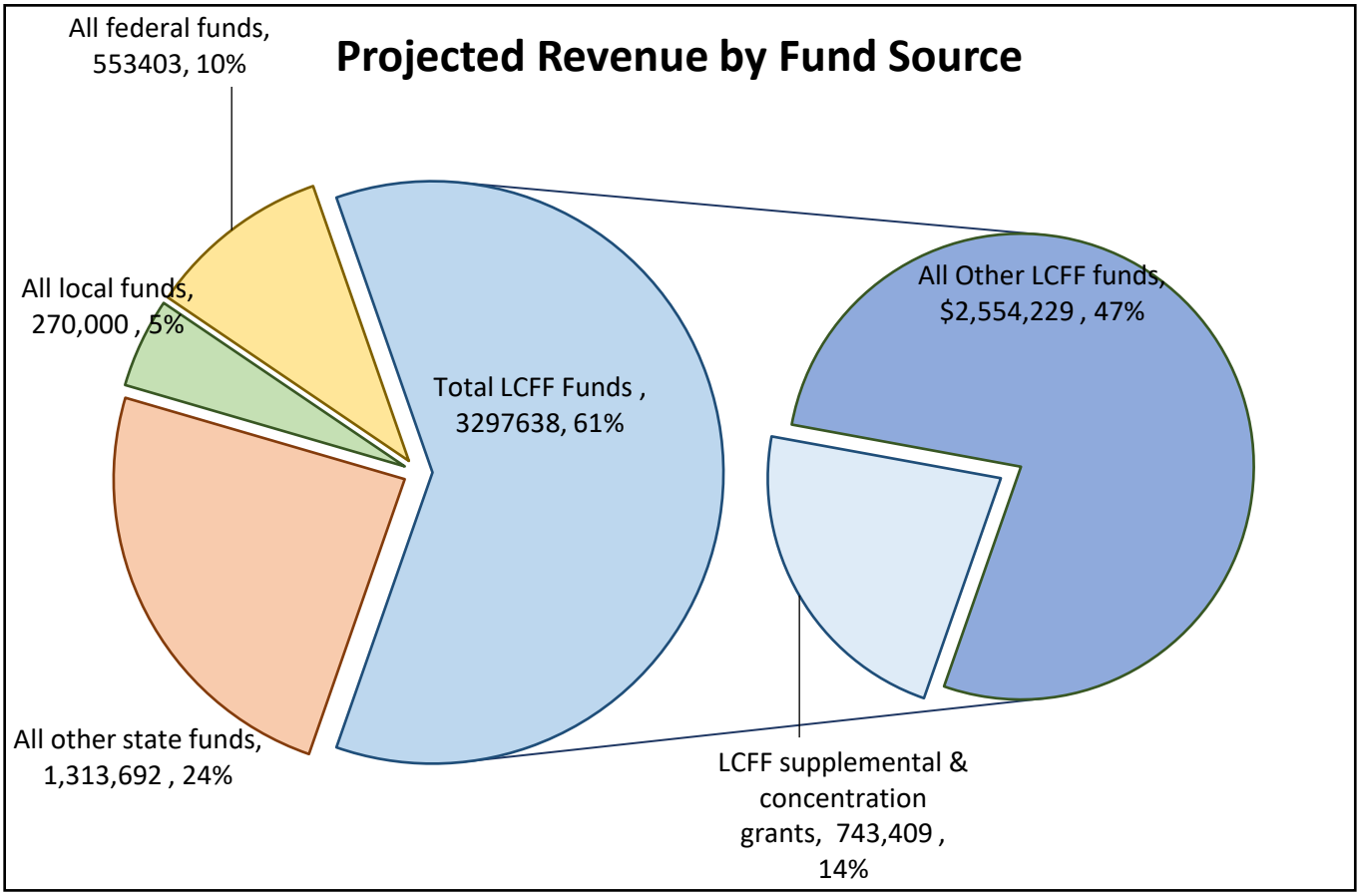
CDS Code: 43 10439 0132530

School Year: 2022 – 23

LEA contact information: Christina Deberry, Principallcdeberry@voicescharterschool.com (408) 571-6404

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

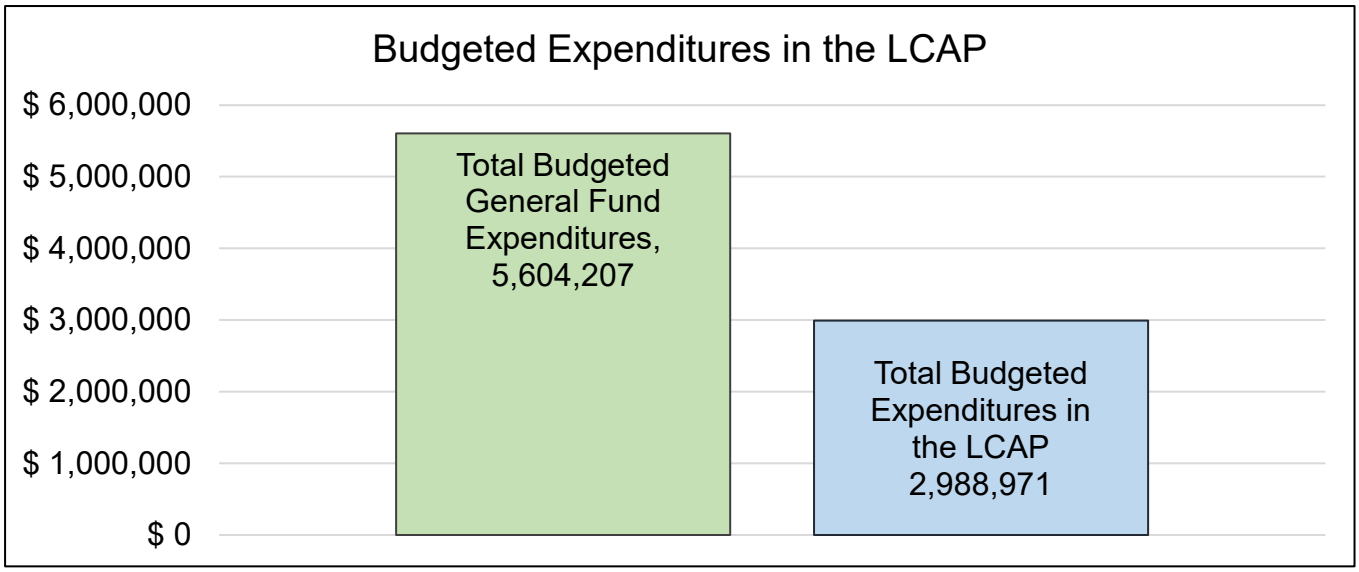


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Mount Pleasant expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at Mount Pleasant is $5,434,733.00, of which $3,297,638.00 is Local Control Funding Formula (LCFF), $1,313,692.00 is other state funds, $270,000.00 is local funds, and $553,403.00 is federal funds. Of the $3,297,638.00 in LCFF Funds, $743,409.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Voices College-Bound Language Academy at Mount Pleasant plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy at Mount Pleasant plans to spend $5,604,207.00 for the 2022 – 23 school year. Of that amount, $2,988,971.00 is tied to actions/services in the LCAP and $2,615,236.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

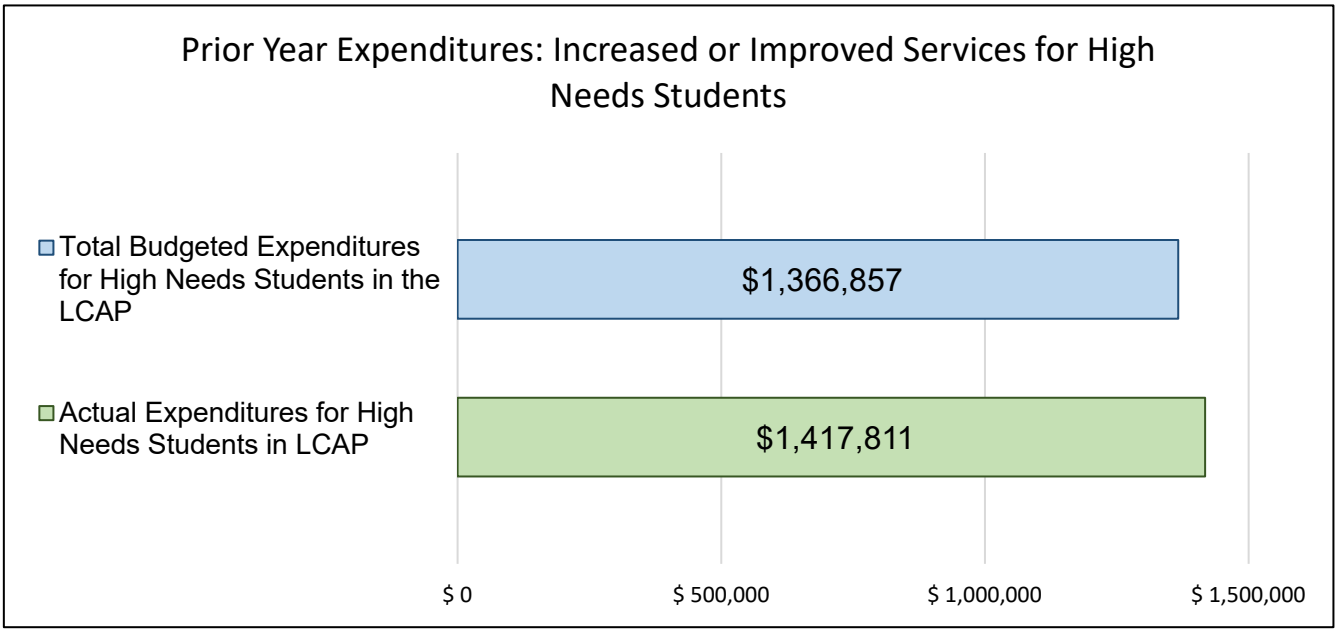
Business Office Expenses, Special Education and Nutrition program expsenses, legal and oversight fees, insurance, equipment leases

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Voices College-Bound Language Academy at Mount Pleasant is projecting it will receive $743,409.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at Mount Pleasant must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at Mount Pleasant plans to spend $790,727.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Voices College-Bound Language Academy at Mount Pleasant budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Voices College-Bound Language Academy at Mount Pleasant estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Voices College-Bound Language Academy at Mount Pleasant's LCAP budgeted $1,366,857.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Mount Pleasant actually spent $1,417,811.00 for actions to increase or improve services for high needs students in 2021 – 22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Voices College-Bound Language Academy at Mount Pleasant has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022 at https://voicesacademies.org/wp-content/uploads/2021/07/Mount-Pleasant-LCAP-Merged.pdf (p. 42-44)

Voices included the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the 2021-22 LCAP development process, and as such there was no additional LCFF funding to engage our educational partners around.

The board reviewed the Educator Effectiveness Grant plan on October 28, 2021 and approved the plan on December 1, 2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Voices College-Bound Language Academy at Mount Pleasant is using the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students by retaining Associate Teachers in primary grades in order to provide additional direct services through academic support. Associate teachers are needed to support and monitor the academic

achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, and by providing daily enrichment to students. This creates lower student to staff ratios and increases capacity to provide differentiated learning for all students.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Voices College-Bound Language Academy at Mount Pleasant has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as Voices sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following link and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic. Local Control and Accountability Plan https://voicesacademies.org/wp-content/uploads/2021/07/Mount-Pleasant-LCAP-Merged.pdf (p. 42-44)

Educational partners were engaged on the use of Expanded Learning Opportunities Grant plan funds on the following dates:

-November 2020 and May 2021 Pre and Post Parent, Student and Staff 3rd party Social Emotional Survey

-May 2021 Staff meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.

-May 2021 ELAC meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.

-May 2021 Parent Community Meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.

-May 2021 Stakeholder Survey to gather input for supplemental instructional and support services

-May 27, 2021 Board Meeting with opportunity for public comment on the Extended Learning Opportunities Grant Plan.

Voices Expanded Learning Opportunities Grant and ESSER III plans have 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 College-Bound Language Academy at Mount Pleasant 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

workshop 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 informed the ESSER III plan. School community members were 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 LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Voices College-Bound Language Academy at Mount Pleasant is implementing the federal American Rescue Plan Act and federal Elementary and Secondary Emergency Relief expenditure plan through each of the actions in boldface type. Voices College-Bound Language Academy at Mount Pleasant is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act with one staff person serving as our **Covid Liaison**. This staff member has been well-trained and able to implement clear protocols with regards to daily temperature checks and health reviews, Covid-19 testing, and social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. Weekly PCR testing is available for staff and students are referred to community health agencies for testing and vaccination. There are protocols for frequent hand washing and hand sanitizing, and hand sanitizing stations are available throughout the campus. Students and staff are required to wear face coverings both inside and outside except while eating. Surgical masks are required for all staff effective 1/2022. Presentations have been created for teachers to share with students monthly on proper hand washing and mask wearing. When students report feeling symptoms on the daily health and wellness survey, an alert is sent to the school and before the student can return to school, a negative COVID-19 test or a doctor's note is required. If students feel ill at school, they are sent home immediately. If students are exposed to COVID-19 at school, the school closes the classroom for the safety of all students. The school has increased regular school cleaning with **Custodial Support** this year, and also incorporated a deep cleaning protocol for a classroom any time there is an exposure.

As a result of this work and evidence of our success, there has been no school-based transmission prior to Winter Break. Data from the county indicate that the school case rate is lower than other schools in the county. One challenge with the strict exposure protocol has been frustration from parents about finding childcare when a classroom closes.

Continuity of Instruction has been impacted by the classroom exposures, but all students are sent home with independent study packets. The biggest challenge has been parents picking up packets and then students returning the completed packets when they return to the classroom. The school does allow fully vaccinated students to return to campus to complete their schoolwork, and it has been a challenge to find space for them to work while the classroom is closed for cleaning and disinfection.

Clerical Support has been crucial to our efforts at maintaining student and staff health and safety. The office staff at the school collects all health information from families and sends it to the COVID Liaison. Parent Square is used to send out updated health and safety protocols to families and referrals to testing and vaccination locations. The school has been successful at providing clear,

consistent communication to families. At the beginning of the school year, some families had technology struggles with completing the daily check in and office staff have been able to help them.

The school prioritized retaining the **Teaching Staff** to maintain smaller class sizes this year to ensure all students receive the support needed after spending over a year in distance learning. The school has been able to retain most of the existing teaching staff despite lower than forecast enrollment and ADA and has successfully maintained smaller class sizes. Even with the additional funding available to retain the teaching staff, staffing has been challenging this year due to teacher resignations from pandemic-related job stress and the teacher shortage.

The school also prioritized providing **Instructional Support** for our teachers with Instructional Coaches and Intervention Teachers. Staffing these positions has been very challenging and the school has not been able to find qualified candidates for these roles despite increasing the salary.

Nutrition Consultants have helped the school streamline the food service program and ensure students receive nutritious meals each day. The meals are in compliance with the national school food standards and provided by a high-quality food services provider partner. The school provides all students a hot breakfast and lunch. Due to supply chain and increased prices, the food service provider has shared that they will need to raise the prices they charge the schools, which may be a challenge down the road.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Voices is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. Based on our annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports. The ESSER III expenditure plan provides additional supports to address learning loss for students with Teaching Staff and Instructional Support that supplement the related LCAP actions (Goal 2, Action 4, p. 51; Goal 4, Action 3, p. 57).

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized in the LCAP this year. The ESSER III expenditure plan COVID Liaison, Clerical Support, and Custodial Support actions supplement the Facility Maintenance action (Goal 3, Action 5, p.56) previously outlined in the LCAP. The ESSER III expenditure plan provides additional support for student well-being with the Nutritional Consultants action. This action is aligned to the LCAP, Goal 3 "Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community." Students need appropriate nutrition in order to learn.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Mount Pleasant	Christina Deberry (Principal)	cdeberry@voicescharterschool.com (408) 571-6404

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Voices College-Bound Language Academy at Mount Pleasant (Voices MP) is a diverse and innovative school, serving a high needs community with the mission to “prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program.”

In 2021-22, Voices College Bound Language Academy at Mount Pleasant served a total of 336 students with diverse needs and backgrounds across Kindergarten through 7th grade. Approximately 251 (74.7%) of students qualify for Free or Reduced Lunch; 183 (54.5%) are English Learners; and 32 (9.5%) are Reclassified Fluent English Proficient. In addition, 33 (9.8%) students qualify for SPED (Special Education) services. Our students represent a variety of backgrounds, with our most significant populations identifying as Hispanic/Latino (98.5%); other ethnicities include White (0.9%), African American (0.3%), and two or more races (0.3%).The unduplicated pupil percentage is approximately 79%.

We believe in our students, and we believe in the power of the values that drive our efforts to support our students to succeed. At the center of our core values is In Lak’ech, the philosophy of loving and caring for one another because we are one. “Si Se Puede” Attitude, Scholarship, and Activism then take our students into a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Voices College-Bound Language Academy at Mount Pleasant which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements by focusing on four broad goals: Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model; Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven

instruction that responds to specific student needs with Tiered Supports; Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community; Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Council. The English Learner Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Voices College-Bound Language Academy at Mount Pleasant based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on the 2019 California Dashboard and local data, here are some successes from the 2018-19 school year:

The suspension rate indicator was at the Blue Level for all students and socioeconomically disadvantaged students, with Hispanic students at the Green level and English learners at the Yellow level due to a 0.7% suspension rate(an increase from 0% the previous year). We will continue the restorative justice practices that have supported this low suspension rate.

Based on the local data, here are some successes from the 2021-22 school year:

Benchmark 2 data demonstrates growth in Kindergarten through 7th grade in Math compared to Benchmark 1 (28% of students were proficient in Math in December and 34% were proficient in March). We also saw growth of 24% proficient in ELA to 32% during that same time period. We are not finished compiling our June/Benchmark 3 data, but based on preliminary analysis in Math, we see students achieving at near pre-pandemic levels after a full year back with in-person instruction. We believe that this success can be attributed to the providing teacher support with planning time and our monthly preparation days/intellectual preparation model, instructional coaching, and data analysis benchmark sessions. Despite staffing challenges, the school has been able to honor teachers' daily planning and professional development time (since after the mid-year point) so they are able to focus on instruction. The school also built Professional Learning Communities(PLCs) by starting with the foundation around the definition and purpose of PLCs, the role of data in the PLC process, and then progressing to development of common understandings and expectations for the PLC time. We look forward to building upon the foundation that was laid this year.

The school has also successfully supported teachers by providing instructional coaching throughout the year, though not as much as had been planned. All teachers participate in both weekly and end of benchmark cycle data analysis to determine areas of student progress and needs. Administering four benchmarks this year instead of three benchmarks provided teachers, staff, and administrators with valuable baseline data to inform curricular, formative assessment, and instructional groupings. Using the results of their analysis, teachers plan together on how to best meet the whole group, small group, and individual student needs. The teachers have been proud to see the results of these efforts paying off with the increased student growth. The school will continue to provide these supports to teachers next year to support continued student progress.

The school has also made progress in supporting teachers more holistically by communicating how Voices is grounded in the Mission and Vision and cares very deeply about both student results and teacher well-being. The school has organized staff events to support morale, provided substitutes for planning time when needed, hosted one Day of Practice focused on establishing boundaries and finding joy in the work, and another Day of Practice with a Cognitive Behavior Therapist who provided tips for managing work stresses. The Voices Network team also met with teachers for empathy interviews to rebuild connections and help teachers to not feel so isolated. Team Z (Instruction) has also been able to be back on campus to provide support for teachers. These practices will be continued next year.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is no 2021 CA Dashboard data for the school to address at this time. Based on the 2019 CA Dashboard and local data, here are some identified needs:

- Chronic absenteeism was an area identified as needing improvement based on the Yellow level for all students and all numerically significant subgroups on the 2019 Dashboard. Chronic Absenteeism continues to be an area of identified need based on local data. We implemented a

tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English) during 2020-2022, and it will continue to be a focus moving forward. Tier I strategies target all students. Tier I strategies include sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, sending reminders after winter and spring break to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Dean of Culture monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, and SST meetings to discuss impact on learning as a result of being absent. Home visits were not conducted this year given Covid concerns, and we hope to add these back next year. Tier III supports are needed by students demonstrating chronic absenteeism. Students and families receive individualized support and modifications. These plans are adjusted for students as needed. Tier III strategies include: referring students to outside support and providers, creating specialized student plans for participation, implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Attendance was a complicated issue to tackle in the 2021-22 school year with students needing to quarantine at home due to being identified as close contacts and then not completing the work required to count for independent study attendance. We look forward to a more stable 2022-23 school year where the tiered intervention approach can work more effectively. In 2022-23, we hope to have the necessary staffing to fully implement our advisory program where the social emotional learning curriculum will be utilized to help students identify their feelings and develop positive, constructive ways to express those feelings. Implementation of this program will support regular student attendance and positive behaviors.

Of Voices MP's total student population, 54.5% are English Language Learners and 9.8% are students with disabilities(SWD). Our internal data shows that these subgroups are performing at lower proficiencies than our overall population. We would like to target this area for improvement in both ELA and Math. Below are some previous steps and next steps.

- Next year Voices will continue to provide English Language Development training to all of our teachers. The training will include different sessions that cover our ELD curriculum or ELD strategies and background, including understanding the proficiency levels of students and what structured language practice looks like.

- We will continue to do regular deep dives into interim assessments, where student work will be individually reviewed. As a result, teachers will be able to plan whole-group reteach lessons or small group and one-on-one supports. This will also help the teacher and admin team focus on "target students" or students who would be a focus and represent the class.

- We will continue to implement weekly intellectual preparation planning sessions and weekly data meetings. Based on local data, the principal and coach work directly with grade-levels that need more support in order to increase student outcomes. Students with Disabilities and English Learners will be identified in these sessions and the principal will support teachers in planning to meet the specific needs of these individual student groups. These sessions also help teachers understand the ELA standards and texts they are teaching and to construct exemplars before teaching a lesson.

- We will provide a dedicated instructional coach to provide weekly coaching sessions based on observation in either math and ELA.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2022 LCAP provides our plan for improvement and development. We have designed four goals which encompass the breadth of our program.

Goal 1: Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model. All teachers will be trained in research-based strategies to support English language acquisition of English Learners. Time will be devoted to proper administration and data analysis of the ELPAC to ensure teachers have accurate data to determine instructional strategies and ELD groupings.

Goal 2: Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports. We will continue to ensure the primary grades are staffed with teachers and associate teachers to ensure students have ample support. All teachers will receive coaching support and the Student Services Manager will provide additional support to teachers and students.

Goal 3: Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community by providing a Dean of Culture, Enrichment Activities, an Advisory program for upper grades, as well as facilities maintenance and administrative support staff to oversee and ensure safe facilities.

Goal 4: Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction by providing a competitive salary package, credential monitoring, support with enrollment and completion of a teacher Induction program, summer professional development, and school leader training focused on supporting teachers with development of strategies that support English Learner progress.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Voices College-Bound Language Academy at Mount Pleasant is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Voices College-Bound Language Academy at Mount Pleasant is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Voices College-Bound Language Academy at Mount Pleasant is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Voices MP knows the importance of educational partner engagement, as it leads to developing an effective plan for the school and student success. Voices Academy has used several structures to effectively communicate and engage key educational partners in the Local Control and Accountability Plan (LCAP). The process involved numerous annual meetings and surveys with educational partners to engage them in the LCAP goals and actions.

Due to our small size, Voices ELAC functions as the primary parent advisory group and also fulfills the role of the LCAP Parent Advisory Committee . In addition to this stable group of teachers, administrators, and parents that provide feedback throughout the year on the strengths and needs of our program, we also host an LCAP Overview meeting for all Staff and Parents to provide them the opportunity to provide feedback specifically about the LCAP.

Throughout the year, Voices Academy held ELAC meetings, workshops, and Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition, an LCAP overview was presented to educational partners and a feedback survey was sent out using our communication platform, ParentSquare. All materials were provided in English and Spanish. The following meetings listed below were hosted by Voices and educational partner feedback was collected.
Parents/guardians, teachers, staff, and school administrators have provided feedback at many of the events listed below and also through the Network-wide surveys and individual empathy interviews conducted at the network level to reconnect with teachers and ensure their concerns are addressed.

<u>Opportunities for parents to discuss these topics:</u>
Cafecitos: Once a month
ELAC Meetings:
Parent Workshops: Parent Workshops: 10/21/21, 11/18/21, 2/17/2022, 3/24/22, 4/28/22

Students provide feedback to their classroom teachers and also in the 3rd party independent survey given twice during the school year.

SELPA review occurred in June 2022.

Voices College-Bound Language Academy at Mount Pleasant evaluated its educational partner engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are neither present nor served by Voices College-Bound Language Academy at Mount Pleasant. Likewise,Voices College-Bound Language Academy at Mount Pleasant teachers and personnel are not represented by a local bargaining unit.

A summary of the feedback provided by specific educational partners.

A summary of the feedback provided by specific educational partner groups are listed below.

Teachers/Staff/Administrators: Teachers and school leaders have requested additional training and support with implementing English Language Development (ELD) and language learner strategies. They also want us to continue investing in retaining the highest-performing teachers and staff and developing the middle school's advisory and social emotional support. High needs still exist in SEL for students and integrating more enrichment activities that support SEL and DEI for both students and staff would be helpful. The lack of staff support due to staffing shortage has made implementation of SEL support difficult this year. Teachers need understanding of the developmental changes in middle school students. Middle school teachers need more resources to support their understanding of adolescent development.

Special education staff and general education teachers and associate teachers have both requested support with differentiation strategies in the classroom following a year of focusing on inclusion and co-teaching strategies (done in 2018-19). Teachers express wanting to see more academic support for students with disabilities. More support staff or more training to meet the needs of students with IEPs would be helpful.

Students expressed interest in more enrichment activities. A 3rd party independent survey given twice during the school year has also indicated that while 4th and 5th graders surveyed conveyed that supportive relationships are strong with 82% responding favorably, student engagement is an area of growth as only 42% of 4th and 5th graders surveyed responded favorably. Of 6th thru 8th graders surveyed, 78% responded favorably to supportive relationships and only 30% responded favorably to student engagement.

Families expressed that they want more enrichment activities as well and are looking forward to a more stable year without the interruptions to continuity of instruction caused by quarantine requirements.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Feedback from our educational partners was carefully considered and incorporated into the LCAP in the following areas:

- Goal 1, Action 1 Systematic ELD and SIOP Teacher Training is continuing in response to teachers and school leaders requesting additional training and support with implementing English Language Development (ELD) and language learner strategies.

- Goal 2, Action 6 The Student Services Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for Special Education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. Having a point person on the team to track data and support with coaching of teachers will help us stay focused on this subgroup as a priority for the coming years. This action was continued based on feedback from teachers, staff, and school administrators about the need for further support with differentiation strategies to support students with special needs.
- Goal 2, Action 9 Small class sizes, teacher recruitment & retention was added in response to feedback from teachers, staff, and administrators about the need to continue investing in retention of teachers and staff.
- Goal 3, Action 2 Enrichment Activities and Advisory Curriculum was modified based on student survey data indicating teacher-student relationships in the 6th-8th grades is an area of growth. We will continue to use the ToolBox SEL Curriculum. The Advisory/Student Council referred to as Grupo Estudiantil for Voices Middle School students will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas.

Goals and Actions

Goal 1

Goal #	Description
1	Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model. (Priority 2, 4A, 4C, 4D, 8)

An explanation of why the LEA has developed this goal.

A large percentage of our population is made up of English Language Learners (ELs) and all of our students are language learners in our dual-immersion program. The majority of our students who are ELs also fall into our SED subgroup. Internal interim math and ELA assessments show that when we pull our English Learners in comparison to RFEP and English Only students, our ELs are performing at lower proficiency rates. Teachers and school leaders have also requested additional training and support with implementing English Language Development (ELD) and language learner strategies. If this training is provided to all teachers and associate teachers(as appropriate) then, student achievement on the metrics below will increase.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard- Academic Indicator **English Language Arts** average scale score distance from standard for all students and all numerically significant subgroups	Distance from Standard 18-19 All Students: 17.9 points below Hispanic - 23.9 points below English Learners - 32.1 points below Socioeconomically Disadvantaged - 32.1 points below standard	2020-21 Students did not take CAASPP due to the pandemic			All Students - 7 points below Hispanic -13 points below English Learners - 22 points below standard Socioeconomically Disadvantaged - 22 points below standard Data Year: 2022-23

	Students with Disabilities - *fewer than 11 students tested				Data Source: CA Dashboard
CA School Dashboard- Academic Indicator **Math** average scale score distance from standard for all students and all numerically significant subgroups	Distance from Standard 18-19 All Students - 17.8 points above standard Hispanic -11.6 points above English Learners - 9.5 points above Socioeconomically Disadvantaged - 11.6 points above Students with Disabilities *fewer than 11 students tested	2020-21 Students did not take CAASPP due to the pandemic			All Students - 17.8 points above standard Hispanic - 11.6 points above English Learners - 9.5 points above Socioeconomically Disadvantaged - 11.6 points above Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (Overall performance in SBAC) for all students and all numerically significant subgroups	ELA Meeting or Exceeding Standard 18-19 All Students - 41.79% Hispanic - 39.34% English Learners - 24.24% Socioeconomically Disadvantaged - 34.55% Students with Disabilities *fewer than 11 students tested	2020-21 Students did not take CAASPP due to the pandemic			All Students - 48% Hispanic - 48% English Learners - 30% Socioeconomically Disadvantaged - 42% Students with Disabilities - 30% Data Year: 2022-23 Data Source: CA Dashboard

CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for Math (Overall performance in SBAC) for all students and all numerically significant subgroups	**Math** Meeting or Exceeding Standard 18-19 All Students - 55.07% Hispanic - 53.96% English Learners - 42.42% Socioeconomically Disadvantaged - 55.55% Students with Disabilities *fewer than 11 students tested *In order to protect student privacy, data is suppressed because 10 or fewer students tested.	2020-21 Students did not take CAASPP due to the pandemic			All Students - 55% Hispanic - 55% English Learners - 45% Socioeconomically Disadvantaged - 50% Students with Disabilities - 30% Data Year: 2022-23 Data Source: CA Dashboard
CA School Dashboard- English Learner Progress Indicator (ELPI) The percentage of current English Learner students who progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4	2018-19 CA Dashboard 36%	2020-21 No ELPI produced due to the pandemic 2021 ELPAC Level 3: 36.6% Level 4: 11.1% DataQuest ELPAC Summative			43% of English language learners progress at least one level or maintain Data Year: 2022-23 Data Source: CA Dashboard
DataQuest Percentage of students redesignated Fluent-English Proficient since last census	19-20 9.8% reclassification rate	2020-21 0%			12% reclassification rate Data Year: 2022-23

		Data Source: Dataquest			Data Source: Dataquest

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic ELD and SIOP Teacher Training	If we train all of our teachers in both Systematic ELD (by EL Achieve) and the Sheltered Instruction Observation Protocol (SIOP) models then all of our teachers will increase their knowledge of language learner strategies. This will result in teachers making the best instructional moves for language learners throughout our day (for both Spanish and English learners per our dual immersion model) which is needed based on our current EL subgroup data.	$6,000	N
Action 2	ELPAC administration	If we train our associate teachers to proctor initial and summative ELPAC then we are able to have data to review with teachers during ELD training, make student groups for designated ELD and address EL gaps via instruction. This will result in more targeted instruction for English Learners in both designated and integrated ELD based on their proficiency, strengths and development because currently our data shows we can improve our instruction of ELs.	$2,000	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The Systematic ELD training was held as planned, but the school was not able to provide the SIOP teacher training this year due to staffing challenges. The ELPAC was administered as planned.

Successes: ELPAC was completed thanks to a team effort and associate teachers and teachers who were trained on ELPAC.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material difference in Action 1 Systematic ELD and SIOP Teacher Training was due to not being able to provide the SIOP training this year.

An explanation of how effective the specific actions were in making progress toward the goal.

The SIOP Teacher Training and ELD Coordinator actions were not successful because they were not able to be implemented as planned. This was mostly due to staffing challenges that impacted both the ability to host professional development daily and because the staffing challenges and the pandemic impacted the type of training needed for the school site.

The action of Systematic ELD and ELPAC administration was effective in impacting the English Learner Progress Indicator (ELPI) ELPI, as, while this was not reported for 2020-21, 47.7% of students achieved a score of 3 or 4 on the ELPAC. These actions were not effective as evidenced by a 0% reclassification rate for students redesignated Fluent-English Proficient since the last census. The effectiveness of these actions on the percentage of current English Learner students who progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4, is unknown due to no data available.

Due to the 2020 and 2021 CA Dashboards not being produced and VOICES students not participating in 2021 CAASPP testing due to the pandemic, there is a lack of data to determine the effectiveness of these actions in promoting the achievement of all students, particularly for English Language Learners.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes to the planned goal, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The metrics for all CAASPP data were modified to include “for all students and all numerically significant subgroups” to ensure it is clear that the school is tracking the outcomes for each of these groups.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 2

Goal #	Description

2	Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports (1B, 2, 7, 8)

An explanation of why the LEA has developed this goal.

Two subgroups of concern with academic achievement are students with disabilities and socioeconomically disadvantaged students, particularly in ELA. Our internal reading and math interim assessment data shows that while some students with disabilities are performing similarly to their general population counterparts in math, our students with disabilities are still having challenges in reading comprehension and writing assignments with grade-level texts. Special education staff and general education teachers and associate teachers have both requested support with differentiation strategies in the classroom following a year of focusing on inclusion and co-teaching strategies (done in 2018-19). We will continue to build on that knowledge. Our response to COVID-19 pandemic and distance learning also helped us realize how key our associate teachers were in supporting students and mitigating learning loss. Associate teachers and their training proved invaluable to helping us make progress with our students and will be even more vital as we look to come back to school in person and close an even wider gap for socio-economically disadvantaged students, students of color, English Learners and students with special needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-7 in Benchmark 2: % proficient	27% of students proficient in 20-21	34% of students proficient Data Year: March 2022 Data Source: Local Assessment Data			45% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: Local Assessment Data
Internal ELA Assessment 2-7 in Benchmark 2: % proficient	17% of students proficient in 20-21	32% of students proficient Data Year: March 2022			30% of students meet proficiency in Benchmark 2

		Data Source: Local Assessment Data			Data Year: 2023-24 Data Source: Local Assessment Data
ELA MAP Assessment Growth Goals: % meeting growth goal	ELA 54% met MAP growth goal	ELA 39% Students met Spring to Spring MAP Growth Goal Data Year: 2021-22 Data Source: Local Assessment Data			62% of students meet their growth goals in ELA and math based on MAP Reading and mathematics assessments. Data Year: 2023-24 Data Source: Local Assessment Data
Math MAP Assessment Growth Goals: % meeting growth goal	Math 55% met MAP growth goals	Math 44% Students met Spring to Spring MAP Growth Goal Data Year: 2021-22 Data Source: Local Assessment Data			62% of students meet their growth goals in ELA and math based on MAP Reading and mathematics assessments. Data Year: 2023-24 Data Source: Local Assessment Data

% of teachers receive academic content and performance standards professional development	100% of teachers receive academic content and performance standards professional development	100% of teachers receive academic content and performance standards professional development Data Year: 2021-22 Data Source: Local Professional Development calendar			100% of teachers receive academic content and performance standards professional development Data Year: 2023-24 Data Source: Local Professional Development calendar
% of students have access to standards-aligned materials for use at home and at school	100% of students have access to standards-aligned materials	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2021-22 Data Source: Curriculum and Assessment inventory/ procurement list			100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Data Source: Curriculum and Assessment inventory/ procurement list

CA Science Test (CAST) % of students meeting/exceeding standards for all students and all numerically significant subgroups (added in 2022)	No CAST data for 2021 due to the pandemic related testing disruptions	N/A (metric added in 2022)			TBD once baseline established Data Year: 2022-23 Data Source: Dataquest

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Benchmark Assessment Licenses and Screeners	If we purchase benchmark assessment licenses and systems (such as Illuminate, NWEA/MAP, STAR/Renaissance, LAS Links, Achievement Network interims, Illuminate), we will have the data on how our subgroups are performing in ELA and math at the start of the year and three additional times throughout the year. We can then use this data to reflect on instruction and drive instruction for small groups, specific students or the whole group supports. We will purchase a PKRS kindergarten screener test to determine which incoming students may already need interventions, class supports, student success team support or additional tests. We can identify students with special needs early on.	$23,140	Y
Action 2	Standards Aligned Core Curriculum	By purchasing curriculum for ELA (EL Education and Navigator Literature), we are providing all students with access to high-quality complex grade-level work, especially unduplicated students. Much of the curriculum includes strategies for subgroups, including ELs. This will help us stay focused on both the work of meeting students where they are at but also accelerating students' achievement by focusing on grade-level work. Curriculum includes both student and teacher materials.	$16,700	N
Action 3	Staff Coaching support	If we provide staff with coaching support through a full-time coach in addition to a principal who also coaches, we can support teachers with their data-analysis skills during data meetings, with professional development and coaching/observations, with their engagement techniques with real-time	$275,109	Y

		coaching and help them plan for small group reteach, tier 1 and tier 2 strategies or specific student needs. This will help us increase academic achievement for all students, but in particular for students with special needs and socioeconomically disadvantaged students.		
Action 4	Associate teachers (Title I)	Provide associate teachers in primary grades in order to provide academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, by providing daily enrichment to students. This creates more adult:student ratios and differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	$199,560	Y
Action 5	Technology and programs for adaptive intervention programs	If the school purchases additional classroom technology such as student laptops and iPads and additional programs for blended learning, these resources will allow us to provide targeted intervention lessons to students in ELA and math. These programs may include Dreambox, Achieve3000/SmartyAnts and their associated professional development costs. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content. Small group and personalized instruction will support English learners, Socioeconomically disadvantaged students, as well as students with disabilities.	$80,116	Y
Action 6	Formative assessment programs	If we purchase informal assessment and participation systems (such as GoFormative), we will have daily and weekly data to review in data meetings. We can then use this data to reflect on instruction in smaller cycles and impact instruction for small groups and specific students. Our associate teachers, special education teachers and general education teachers can work to pull small groups.	$0	N
Action 7	Student Services Manager	The Student Service Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for Special Education teachers and associate teachers. They do	$102,218	N

		walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. Having a point person on the team to track data and support with coaching of teachers will help us stay focused on this subgroup as a priority for the coming years.		
Action 8	LAS Links administration	If we purchase and train our associate teachers to proctor LAS Links (Spanish language proficiency) to measure spanish language development our teachers will have data to know where their students all land in terms of language development. They can then modify lessons or better integrate language learner strategies in specific Spanish language or content area lessons.	$4,000	N
Action 9	Small class sizes, teacher recruitment & retention	If we provide small class sizes and invest in teacher recruitment and retention by providing bonuses and raises to ensure a competitive compensation package, we will be able to employ and retain highly qualified teachers who will be able to provide more individualized instruction for students resulting in higher outcomes in student achievement.	$309,922	Y

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned, except for not being able to staff the Instructional Coach position and Associate Teachers in all grades K-4 due to difficulty in filling positions this year.

Successes with the action implementation process include all teachers including education specialists receiving coaching differentiated to meet their needs, though this was not as regular as we would have liked. This was challenging to balance with other staffing shortages this year, but all teachers still received support from school site leaders or network leaders. All teachers engaged in weekly and end of benchmark weekly data meetings once we were able to be staffed enough to engage in the mid-day block PDs and then end of cycle inquiry meetings to analyze student progress and then used the time to plan how to respond to the data. We are beginning to assess LAS links at the end of the school year.

Some challenges with implementation this year included consistency with implementation of the Technology and programs for adaptive intervention programs with some teachers implementing more than others.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The reduced expenditures for Action 3 Staff Coaching support was due to the inability to fill our Instructional Coach position. The Estimated Actual Expenditures for the Associate Teachers in grades K-4 action were less than budgeted due to the inability to staff positions. The Estimated Actual Expenditures for the Technology and programs for adaptive intervention programs action were less than budgeted due to not needing to replace as many iPads as projected.

An explanation of how effective the specific actions were in making progress toward the goal.

The action of Staff Coaching support was somewhat effective in 100% of teachers receiving academic content and performance standards professional development. Without the support of the dedicated instructional coach teachers did not receive the depth of professional development that was planned for.

Also, the Standards Aligned Core Curriculum action was effective in achieving 100% of students with access to standards-aligned materials.

The actions of Benchmark Assessment Licenses and Screeners, Associate teachers in grades K-4, Technology and programs for adaptive intervention programs, Formative assessment programs, Student Services Manager, and other parts of the Voices model worked together to increase proficiency with 34% of students proficient in 21-22 on the Internal Math Assessment K-8 in Benchmark 2, compared to the 28% proficient three months prior on Benchmark 1. There is also effectiveness of these actions evidenced by ELA achievement with 32% of students proficient in 21-22 on the Internal ELA Assessment 2-8 in Benchmark 2, compared to 24% at Benchmark 1. Additionally, these actions were effective in achieving 39% of students meeting ELA MAP assessment growth goals and 44% meeting Math MAP assessment growth goals.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 5 Technology and programs for adaptive intervention programs was modified to describe how this action increases services to unduplicated pupils.

Action 9 Small class sizes, teacher recruitment & retention was added due to a significant investment in this area for next year which we believe is crucial for increasing student achievement outcomes.

All of the metrics language were modified to ensure they clearly describe what is being measured instead of the source of the data.

The metric CA Science Test (CAST) % of students meeting/exceeding standards for all students and all numerically significant subgroups was added to ensure we track student outcomes in Science when the data becomes available.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 3

Goal #	Description
3	Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community. (1C,3A,3B, 5A, 5B, 5C, 6A, 6B, 6C, 7, 8)

An explanation of why the LEA has developed this goal.

Based on an internal tracking system, overall attendance goals were not met confirming this is an area needing improvement. Additionally, chronic absenteeism is an area needing improvement as the 2021-22 school year suffered the impact of the pandemic and students needing to quarantine at home due to being identified as close contacts and then not completing the work required to count for independent study attendance. In addition to the Covid protocol of needing a completed health screening to attend school resulting in parents/guardians keeping students home if any concerning symptom was noted. Students are feeling disengaged with school despite knowing their teachers care for them. Students need to rediscover the joy in school once more and a focus on their social emotional well being in addition to academics will help us accelerate learning for them longer term. Additional staff and training is needed.
Internal data tracking and observations, and family input indicate that student engagement is an area to address. A 3rd party independent survey given twice during the school year has also indicated that while 4th and 5th graders surveyed conveyed that supportive relationships are strong with 82% responding favorably, student engagement is an area of growth as only 42% of 4th and 5th graders surveyed responded favorably. Of 6th thru 8th graders surveyed, 78% responded favorably to supportive relationships and only 30% responded favorably to student engagement. Almost 1.5 years of distance learning due to the COVID-19 pandemic has led to some students reporting that they are feeling disengaged with school despite knowing their teachers care for them. This time away from in-person learning has resulted in a need for students to learn (lower grades) and rebuild (upper grades) social skills. Students need to rediscover the joy in school once more and a focus on their social emotional well being in addition to academics will help us accelerate learning for them longer term. Restorative Practice and SEL training was conducted with instructional staff, support staff and Administrative staff. Additional staff and training is still needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome		Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

% of families responding to survey # of parents attending LCAP meetings	57% survey response. No baseline (sign in sheet) parents/guardian participation LCAP meetings	10.4% survey response Due to Covid protocols all meeting were conducting virtually Data Year: 2021-22 Data Source: Local Surveys and Sign-in sheets				At least 70% of parents/ guardians will participate in the post Annual Family-School Relationships survey. Parent/guardian attendance at LCAP meetings will increase year over year. Data Year: 2023-24 Data Source: Local Surveys and Sign-in sheets
% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or parent education class	No baseline	Due to Covid protocols all meeting were conducting virtually Network-wide Parent/Guardian Ed Series - workshop dates: 10/21, 11/18, 2/17, 3/24, 4/28 Data Year: 2021-22				At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class Data Year: 2023-24 Data Source: Local

		Data Source: Sign-in sheets and training dates				
Average daily attendance rates as of **May 2nd** (P2)	19-20 data (due to pandemic closure) ALL 88% ELs 88.83% SES on red 88.46%	ALL 88% ELs 88.25% SES 88.42% Data Year: 2021-22 Data Source: Data Year: 2021-22 Data Source: SIS				Attendance rate of ≥ 95% for All students Attendance rate of ≥ 95% for ELs Attendance rate of ≥ 95% for low SES Data Year: 2023-24 Data Source: SIS P-2
Chronic Absenteeism rate for all students and all numerically significant subgroups	18-19 data from 2019 CA Dashboard (due to pandemic closure) All -13.3% EL - 10.9% Hispanic - 13.6% Socioeconomically Disadvantaged - 13.8%	20-21 DataQuest Chronic Absenteeism All: 21.5% ELs: 23.8% Hispanic:21.5% SED: 22% Data Year: 2020-21 Data Source: Dataquest				Chronically absent All: <10% EL: <10% Hispanic: <10% Socioeconomically Disadvantaged: <10% Data Year: 2022-23 Data Source: Dataquest

Middle School Dropout Rate	0%	0% Data Year: 2020-21 Data Source: CALPADS 8.1C				Voices will maintain a middle school dropout rate of ≤2% Data Year: 2022-23 Data Source: CALPADS 8.1C
Percentage of Student Suspended for all students and all numerically significant subgroups	As of 19-20 All - 0.1%	0% Data Year: 2020-21 Data Source: Dataquest				Maintain a low student suspension rate of ≤5% for all students Data Year: 2022-23 Data Source: Dataquest
Student Expulsion Rate for all students and all numerically significant subgroups	0%	0% Data Year: 2020-21 Data Source: Dataquest				Maintain a low expulsion rate of ≤1% Data Year: 2022-23 Data Source: Dataquest
% of students grades 4-8 responding favorably to survey Sense of	68% of students grades 4th-5th responded favorably	49% of students grades 4th-5th responded favorably				At least 70% of students respond favorably

Belonging section*	57% of students grades 6th-7th responded favorably	32% of students grades 6th-7th responded favorably Data Year: 2021-22 Data Source: Local				Data Year: 2023-24 Data Source: Local
% of parents/guardians responded favorably to school safety question	88% of parents/guardians responded favorably	68% of parents/guardians responded favorably Data Year: 2021-22 Data Source: Local				At least 80% of parents/guardians will respond favorably to the school safety survey question Data Year: 2023-24 Data Source: Local
% of students enrolled in a Broad course of study including unduplicated pupils and students with exceptional needs	100%	2021-22 100% Data Source: Local				100% Data Year: 2023-24 Data Source: Local
Walk-through Safety Tool* (removed in 2022)	At least 4 walkthroughs per year	3 walkthroughs conducted Data Year: 2021-22 Data Source: Local				At least 4 walkthroughs per year Data Year: 2023-24

						Data Source: Local
Overall Facilities Inspection Rating (added in 2022)	TBD Data Year: 2021-22 Data Source: Local	N/A (added in 2022)				Good Data Year: 2023-24 Data Source: SARC

Actions

Action #	Title	Description	Total Funds	Contributing
1	Dean of Culture	Voices will hire and retain a Dean of Culture that promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional supports and oversee enrichment programs at the school for K-7.The Dean of Culture will provide parent/guardian education. This action is principally directed towards parents/guardians of unduplicated students, resulting in improved student success particularly for SED and EL students	$99,631	Y
2	Enrichment Activities and Advisory Curriculum	Voices will purchase enrichment activities and supplies for students and a SEL curriculum for all students. This includes CCSS aligned arts enrichment curriculum licensing and materials, as well as physical activity programs such as Playworks or dance enrichment and ToolBox Curriculum. Advisory/Student Council referred to as Grupo Estudiantil for Voices Middle School students will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas.	$9,300	N

3	Engaging Supplemental Technology	Voices will purchase programs to be used by students and teachers which promote student participation and engagement regardless of virtual or in-person instruction. These programs for purchase, such as NearPod, or PearDeck premium, will allow teachers to continue to use engagement strategies from 20-21 in class. We will also build on the success of distance learning by continuing to integrate these programs for all students.	$0	N
4	Facility Maintenance	Voices will maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly, and be available for any resurgence of the COVID-19 virus. We will continue to maintain our facility in good repair. Identified issues or needs will be tracked via the wok order process and will be completed in a timely manner	$923,485	N
5	Admin Support Staff	School staff conduct regular walk-throughs of the school facility and assure repairs are made in a timely manner. The Business Clerk will concentrate time on school attendance and reporting.	$123,744	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned, except we were unable to staff the middle school engagement positions and so we did not purchase the Enrichment Activities and Advisory Curriculum that were to be used by these staff members. Our teachers did not use NearPod or PearDeck and we did not purchase them because of the full return to in-person instruction this year.

Successes include the Dean of Culture creating an enrichment schedule with community and restorative circles, arts projects, structured play. She also supported teachers with behavior management in their classrooms and worked with Associate Teachers on positive reinforcement. After the Dean of Culture coordinated the enrichment schedule, the Business Manager and Clerk ensured appropriate staffing schedules to implement the schedule. The Chief Culture Officer Culture provided restorative practice/justice trainings in December and January for all teachers, associate teachers, support staff and administrators which focused on best practices for using positive reinforcements, social emotional learning and restorative practices.

Some challenges with implementation this year were having the staff to implement our advisory program as planned for middle school. We were also without a Dean of Culture for a few months - the Chief Culture Officer stepped in to support as possible. A new Dean of Culture started in February. We were fortunate that this individual had previously worked at a Voices School site and was familiar with the mission, vision and values which has helped the transition. The new Dean of Culture quickly made efforts to connect with parents/guardians.

Attendance support was difficult due to issues out of our control with the pandemic. We needed to connect our parents with resources while students were quarantined, managing the independent study program was a bit of a challenge. An additional challenge was that we were unable to conduct school meetings or events in person with families making it more difficult to connect beyond a virtual setting.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

We were unable to staff the Action 1 middle school engagement positions and so we did not purchase the Action 3 Enrichment Activities and Advisory Curriculum that were to be used by these staff members. Action 2 Dean of Culture expenditures were less than budgeted because we were not able to fill the position until after the school year began. Our teachers did not use NearPod or PearDeck (Action 4 Engaging Supplemental Technology) and we did not purchase them because of the full return to in-person instruction this year.

An explanation of how effective the specific actions were in making progress toward the goal.

The new Dean of Culture quickly made efforts to connect with parents/guardians and worked closely with the Principal to ensure a School Leaders monthly update was sent to families. The Dean of Culture's work with Associate Teachers supported enrichment activities and helped in promoting a more positive school culture even with an increase in student behaviors given students' need for social emotional supports as they were rebuilding social skills as a result of the 1.5 years away from in-person learning as a result of the pandemic. The restorative justice/practice training was beneficial to all staff and students and the impact of continued training will be reflected over the next year as behavior support/modification takes time.

The Facility Maintenance and Admin Support staff actions were effective at conducting at least 4 walkthroughs per year and ensuring the school facility is in good repair.

The Engaging Supplemental Technology action was ineffective because it was not implemented due to the return to full in-person instruction.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

All of the metrics for this goal where local data was being provided and state data is available were switched to use state data going forward in order to ensure all partners are using the same data sources to analyze outcomes. Also added to state data metrics was the description "for all students and all numerically significant subgroups" to ensure we are tracking equity across outcomes. The broad course of study metric description was expanded to include students with disabilities to document the inclusive nature of our school program. All metrics language has been modified to ensure that what is being measured is being described instead of the tool being used to measure it.

The metric "% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or parent education class" added "and pupils with exceptional needs to ensure the school is measuring the degree to which the above actions are supporting the parents of these students as well.

The metric “% of students enrolled in a Broad course of study including unduplicated pupils and students with exceptional needs” added students with exceptional needs to highlight that we have a 100% inclusive program with all enrolled students having access to the same courses and accommodations provided when necessary for students to access the content of the course.

The Walk-through Safety Tool metric was removed and replaced with Overall Facilities rating to ensure the adequacy of our school facilities are being tracked and reported. The Middle School Engagement action has been removed due to difficulty filling those positions this year and reduced funding availability for these positions next year.

Action 2 Enrichment Activities and Advisory Curriculum has been modified to include, “Advisory/Student Council referred to as Grupo Estudiantil for Voices Middle School students will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas.” in response to student survey data showing a lack of connection to the school community.

Action 3 Engaging Supplemental Technology will remain despite the fact that it was not implemented this year and there is no budgeted expenditures for the action in 2022-23 in case there is a need to return to distance learning and funding needs to be allocated to this action during the year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 4

Goal #	Description
4	Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction. (Priority 1A, 6C)

An explanation of why the LEA has developed this goal.

We serve a traditionally underserved, low-income, Latino and English Learners student population. This group has been hit particularly hard with COVID-19 pandemic related learning loss. While we were able to provide a strong virtual and hybrid program in 2020-21, research and our own internal data has shown that students did not make great growth. In particular, our K-1 students have faced challenges in literacy instruction online and we expect that we will need highly-trained teachers to support this learning loss. We want to make sure our teachers have the mindset, will and skill necessary to tackle the challenges of post-pandemic education and who can help us reach positive student outcomes. Coupled with the California teacher shortage before COVID-19, and that many educators are leaving the profession after a year of distance learning, we foresee a challenge in being able to fill these roles. We know pandemic related learning loss will have an impact on

students in the years to come as well, and the more we can develop and retain highly-qualified, mission-driven teachers, the better for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed teachers complete induction program	100 % Eligible Teacher complete induction program within eligibility period	100 % Eligible Teacher complete induction program within eligibility period Data Year: 2021-22 Data Source: Voices BTSA list			100 % Eligible Teacher complete induction program within eligibility period Data Year: 2023-24 Data Source: Voices BTSA list
Percentage of properly credentialed teachers (SAmRC)*	100% teachers with appropriate permit or waiver credential	Data release by the CDE delayed Data Year: 2021-22 Data Source: Local			100% teachers with appropriate permit or waiver credential Data Year: TBD Data Source: SARC

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction Program	Continue to implement the induction program for new teachers.	$21,000	N

2	Credential Monitoring	Continue to review teacher assignments each quarter, to ensure that they are appropriately credentialed	$16,988	N
3	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	$765,058	N
4	Summer Professional Development	If we provide high-quality summer training on our academic program and mission/vision, our teachers will have the skills and a clear why as to the work. This will set them up for a strong start with students in the fall, and coaches can return to this training as a foundation for coaching teachers.	$6,000	N
5	School Leader Training	If we train our school leaders in English Learner practices and support them in implementation, they will be better equipped to coach teachers in English learner strategies.	$5,000	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All actions were implemented as planned. Staffing the school with highly qualified teachers and staff has been a challenge this year due to the shortage of qualified applicants. The Summer professional development was a success as new teachers received four weeks of professional development before the school year started and returning teachers received two weeks of professional development. Our school leader training focused on building parent communication and the professional learning community with the Mount Pleasant staff rather than English learner practices.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2 Credential Monitoring expenditures were higher than budgeted due to increased staffing costs for that position. Action 4 Summer Professional Development was less than budgeted due to fewer than projected teacher participants. Action 5 School Leader Training expenditures were higher than budgeted due to the change in professional development topic and provider based on staff needs.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions of Induction Program, Credential Monitoring, Highly qualified teachers, Summer Professional Development, and School Leader Training were highly effective in achieving 100% Eligible Teachers who are properly credentialed completing the induction program. We look

forward to the functionality of the teacher credentialing data populating in our SARC reports directly from the CDE, so that we can reflect on our progress in this area.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$743,409	$81,607

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.11%	0%	$0	29.11%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs

In reviewing the 2019 ELA and Math performance of our English learners and socioeconomically disadvantaged students, we find that there is not any data available. We had low performance in 2019 on the English Learner Progress Indicator, with 36% of students making progress towards English language proficiency. In 2021, the English Learner Progress Indicator was not produced by the CDE. On the 2021 ELPAC 47.7% of our English Learners scored at Levels 3 or 4. In 2020-21, the English Learner reclassification rate decreased to 0%

Actions

Based on a review of data, we have designed the 2022 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have selected a variety of curricular and instructional resources, supported by appropriate technology, that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance skills. This is coupled with a comprehensive assessment system that monitors student progress towards meeting grade level standards and informs our comprehensive system of academic support. The academic support begins with small class sizes supplemented with Associate

Teachers further reducing the student to teacher ratios in our primary grade classrooms and allowing for more individualized attention and instruction for students. All of our teachers receive coaching support to ensure they can use the most effective teaching strategies for our highest need students. We have invested in recruiting and retaining our high-quality teachers this year to ensure our students' needs continue to be met with the best personnel available.

Goal 2, Action 1 Benchmark Assessment Licenses and Screeners

Goal 2, Action 3 Staff Coaching support

Goal 2 , Action 4 Associate teachers

Goal 2, Action 5 Technology and programs for adaptive intervention programs

Goal 2, Action 9 Small Class sizes, teacher recruitment and retention

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, and Reclassification rates. Current targets aim growth within the next two years for both ELA and Math (see expected outcomes in Goal 1), and growth in the English Learner Progress Indicator to 55% and to increase our reclassification rate to 12%. We plan to use interim assessment data to gauge progress throughout the year on multiple subgroups including foster youth, language learners and low income students.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students had a suspension rate in the Blue level and our English Learners in the Yellow level. Our Chronic Absence rate was in the Yellow level for both groups. In 2021-22, 68% of parents indicated that they feel their child is safe at school.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include providing a Dean of Culture who promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional Curriculum and oversee enrichment programs at the school for K-8. The Dean of Culture will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students.

Goal 3, Action 1 Dean of Culture

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Voices MP school community. We will also measure progress toward a high attendance and low chronic absenteeism (see above).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Voices MP is increasing services for foster youth, English Learners, and low-income students 30.96% through the following LEA-wide actions:

Goal 2, Action 1 Benchmark Assessment Licenses and Screeners $23,140 = 0.91%

Goal 2, Action 3 Staff Coaching support $262,706 = 10.29%

Goal 2 , Action 4 Associate teachers $39,912 = 1.56%

Goal 2, Action 5 Technology and programs for adaptive intervention programs $55,416 = 2.17%

Goal 2, Action 9 Small Class sizes, teacher recruitment and retention $309,922 = 12.13%

Goal 3, Action 1 Dean of Culture $99,631 = 3.9%

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Voices MP is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following action:

Goal 3 , Action 1 $ 106,692 Dean of Culture Voices will hire and retain a Dean of Culture that promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional Learning supports and oversee enrichment programs at the school for K-8.The Dean of Culture will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Voices at Mount Pleasant 1:16
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Voices at Mount Pleasant 1:18

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

2022 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personne	Total Non-personnel
Totals	$ 2,571,496	$ 41,053	$ -	$ 376,422	2,988,971	$ 1,970,341	$ 1,018,630

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training	All	$ -	$ 6,000	$ -	$ -	$ 6,000
1	2	ELPAC Administration	All	$ 2,000	$ -	$ -	$ -	$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	All	$ 23,140	$ -	$ -	$ -	$ 23,140
2	2	Standards Aligned Core Curriculum	All	$ 16,700	$ -	$ -	$ -	$ 16,700
2	3	Staff Coaching Support	All	$ 262,706	$ 12,403	$ -	$ -	$ 275,109
2	4	Associate teachers (Title I)	All	$ 39,912	$ -	$ -	$ 159,648	$ 199,560
2	5	Technology and programs for adaptive intervention programs	All	$ 55,416	$ -	$ -	$ 24,700	$ 80,116
2	6	Formative Assessment Programs	All	$ -	$ -	$ -	$ -	$ -
2	7	Student Services Manager	All	$ -	$ -	$ -	$ 102,218	$ 102,218
2	8	LAS Links administration	All	$ -	$ 4,000	$ -	$ -	$ 4,000
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	All	$ 309,922				$ 309,922
3	1	Dean of Culture	All	$ 99,631	$ -	$ -	$ -	$ 99,631
3	2	Enrichment Activities and Advisory Curriculum	All	$ 9,300	$ -	$ -	$ -	$ 9,300
3	3	Engaging Supplemental Technology	All	$ -	$ -	$ -	$ -	$ -
3	4	Facility Maintanence	All	$ 923,485	$ -	$ -	$ -	$ 923,485
3	5	Admin Support Staff	All	$ 123,744	$ -	$ -	$ -	$ 123,744
4	1	Induction Program	All	$ -	$ 13,650	$ -	$ 7,350	$ 21,000
4	2	Credential Monitoring	All	$ 16,988	$ -	$ -	$ -	$ 16,988
4	3	Highly Qualified teachers	All	$ 688,552	$ -	$ -	$ 76,506	$ 765,058

4	4	Summer Professional Development	All	$ -	$ -	$ -	$ 6,000	$ 6,000
4	5	School Leader Training	All	$ -	$ 5,000	$ -	$ -	$ 5,000
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -

2022 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,554,229	$ 743,409	29.11%	0.00%	29.11%	$ 790,727	0.00%	30.96%	**Total:**	$ 790,727
								LEA-wide Total:	$ 790,727
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	1	Benchmark Assessments Licenses and Screeners	Yes	LEA-wide	All	All Schools	$ 23,140	0.00%
2	3	Staff Coaching Support	Yes	LEA-wide	All	All Schools	$ 262,706	0.00%
2	4	Associate teachers (Title I)	Yes	LEA-wide	All	All Schools	$ 39,912	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	LEA-wide	All	All Schools	$ 55,416	0.00%
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	LEA-wide	All	All Schools	$ 309,922	0.00%
3	1	Dean of Culture	Yes	LEA-wide	All	All Schools	$ 99,631	0.00%

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,162,191.00	$ 2,753,701.80

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic ELD and SIOP Teacher Training	Yes	$ 8,507	$0
1	2	ELPAC administration	Yes	$ 2,000	$2,000
2	1	Benchmark Assessment Licenses and Screeners	No	$ 22,555	$22,110
2	2	Standards Aligned Core Curriculum	Yes	$ 11,400	$10,958
2	3	Staff Coaching support	Yes	$ 235,044	$147,053
2	4	Associate teachers in grades K-4 (Title I)	Yes	$ 242,458	$192,287
2	5	Technology and programs for adaptive intervention programs	Yes	$ 487,020	$414,757
2	6	Formative assessment programs	No	$ 3,100	$2,787
2	7	Student Services Manager	No	$ 92,698	$87,929
2	8	LAS Links administration	No	$ 3,492	$3,492
3	1	Middle School Engagement	No	$ 152,498	$0
3	2	Dean of Culture	Yes	$ 90,029	$79,783
3	3	Enrichment Activities and AdvisoryCurriculum	No	$ 5,800	$0
3	4	Engaging Supplemental Technology	No	$ 1,359	$0
3	5	Facility Maintenance	No	$ 853,425	$893,120
3	6	Admin Support Staff	No	$ 131,584	$140,932
4	1	Induction Program	No	$ 17,500	$17,500
4	2	Credential Monitoring	No	$ 16,776	$20,498
4	3	Highly qualified teachers	No	$ 776,601	$709,435
4	4	Summer Professional Development	Yes	$ 5,520	$4,061

4	5	School Leader Training	Yes	$ 2,825	$5,000
				$ -	$ -
				$ -	$ -
				$ -	$ -

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 736,764	$ 809,000	$ 854,691	$ (45,691)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Systematic ELD and SIOP Teacher Training	Yes	$ 7,607	$ -	0.00%	
1	2	ELPAC administration	Yes	$ 2,000	$ 2,000.00	0.00%	0.00%
2	1	Benchmark Assessment Licenses and Screeners	No	$ -	$ -	0.00%	0.00%
2	2	Standards Aligned Core Curriculum	Yes	$ 2,900	$56,854	0.00%	0.00%
2	3	Staff Coaching support	Yes	$ 127,571	$ 147,053.00	0.00%	0.00%
2	4	Associate teachers in grades K-4 (Title I)	Yes	$ 93,528	$ 93,528.00	0.00%	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	$ 477,020	$466,412	0.00%	0.00%
2	6	Formative assessment programs	No	$ -	$ -	0.00%	0.00%
2	7	Student Services Manager	No	$ -	$ -	0.00%	0.00%
2	8	LAS Links administration	No	$ -	$ -	0.00%	0.00%
3	1	Middle School Engagement	No	$ -	$ -	0.00%	0.00%
3	2	Dean of Culture	Yes	$ 90,029	$79,783	0.00%	0.00%
3	3	Enrichment Activities and AdvisoryCurriculum	No	$ -	$ -	0.00%	0.00%
3	4	Engaging Supplemental Technology	No	$ -	$ -	0.00%	0.00%
3	5	Facility Maintenance	No	$ -	$ -	0.00%	0.00%
3	6	Admin Support Staff	No	$ -	$ -	0.00%	0.00%
4	1	Induction Program	No	$ -	$ -	0.00%	0.00%
4	2	Credential Monitoring	No	$ -	$ -	0.00%	0.00%
4	3	Highly qualified teachers	No	$ -		0.00%	0.00%
4	4	Summer Professional Development	Yes	$ 5,520	$ 4,061.00	0.00%	0.00%
4	5	School Leader Training	Yes	$ 2,825	$5,000	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%
				$ -	$ -	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,469,379	$ 736,764	0.00%	29.84%	$ 854,691	0.00%	34.61%	$0.00 - No Carryover	0.00% - No Carryover

Instructions

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For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Coversheet

Stockton 22-23 LCAP Approval

Section: V. 22-23 LCAP Approval
Item: D. Stockton 22-23 LCAP Approval
Purpose: Vote
Submitted by:
Related Material: Voices_Stockton_LCAP_2022.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Stockton

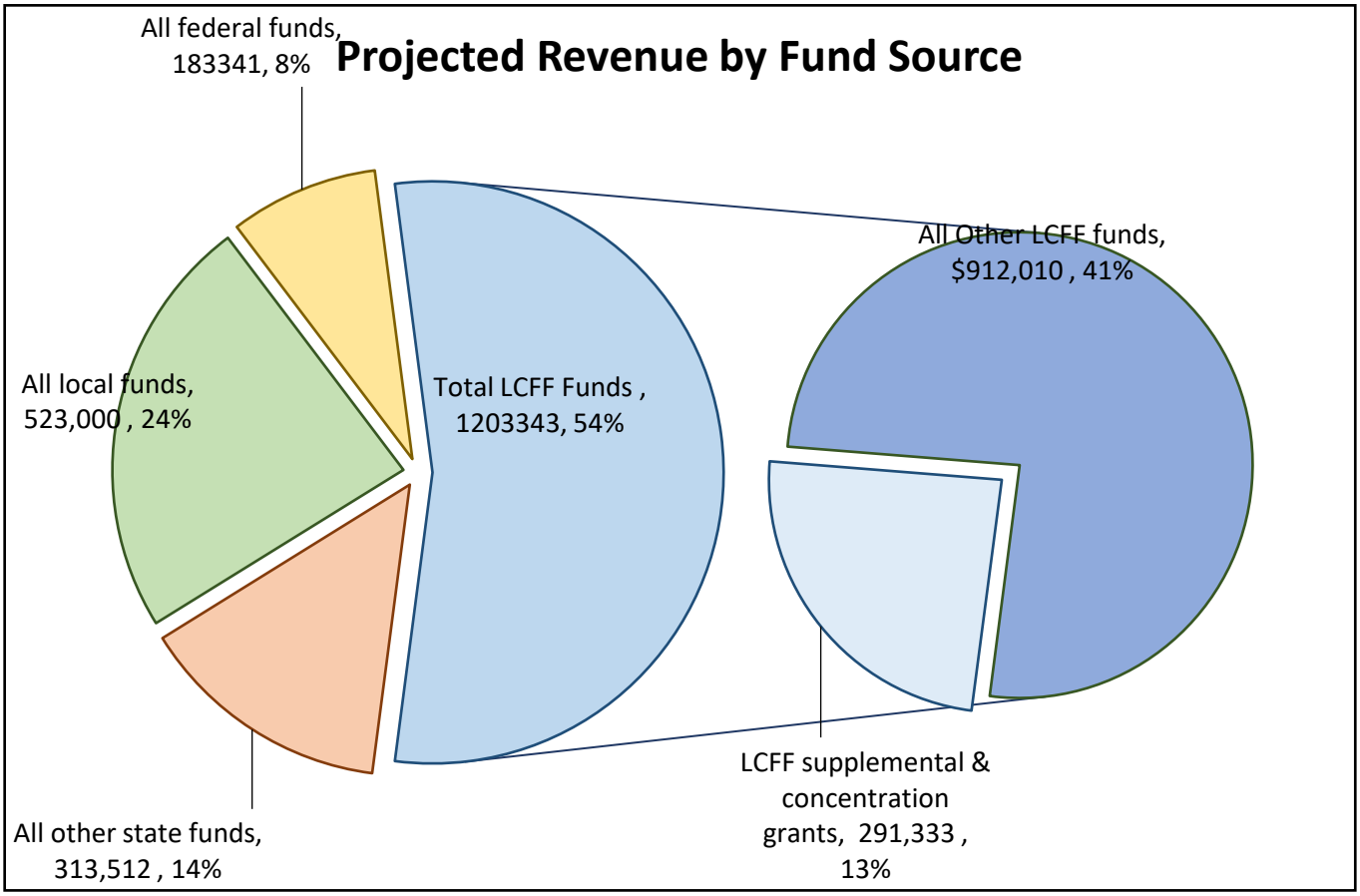
CDS Code: 39 68676 0139907

School Year: 2022 – 23

LEA contact information: Myra Jaureguimjuaregui@voicescharterschool.com

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022 – 23 School Year

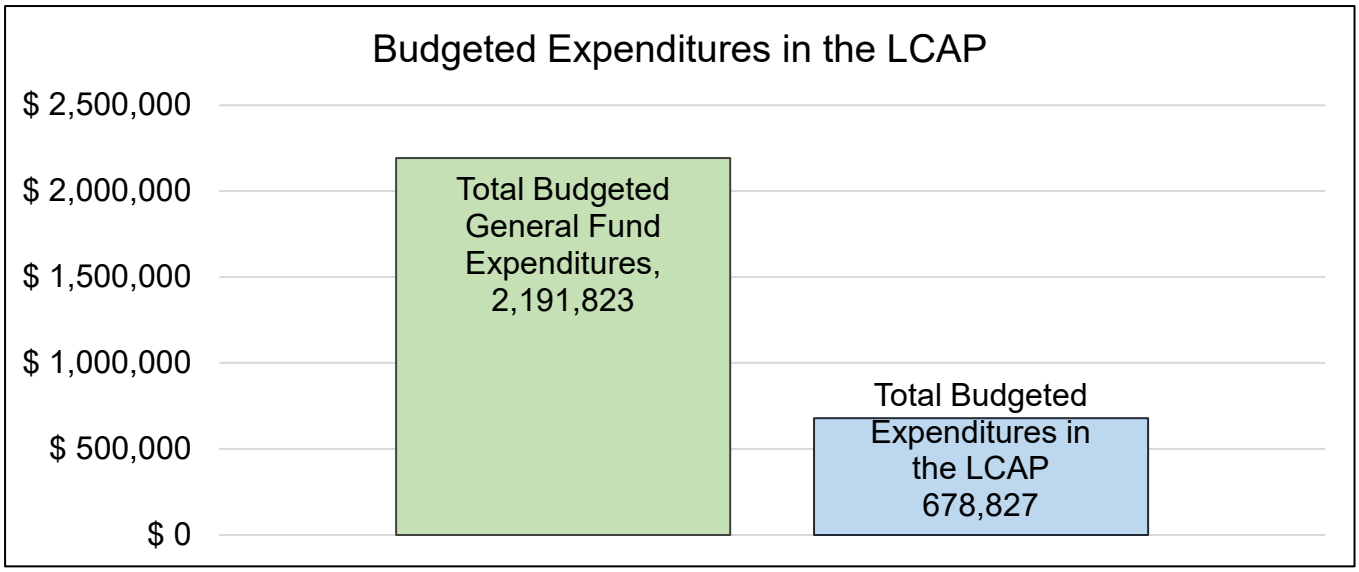


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Stockton expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at Stockton is $2,223,196.00, of which $1,203,343.00 is Local Control Funding Formula (LCFF), $313,512.00 is other state funds, $523,000.00 is local funds, and $183,341.00 is federal funds. Of the $1,203,343.00 in LCFF Funds, $291,333.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Voices College-Bound Language Academy at Stockton plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy at Stockton plans to spend $2,191,823.00 for the 2022 – 23 school year. Of that amount, $678,827.00 is tied to actions/services in the LCAP and $1,512,996.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

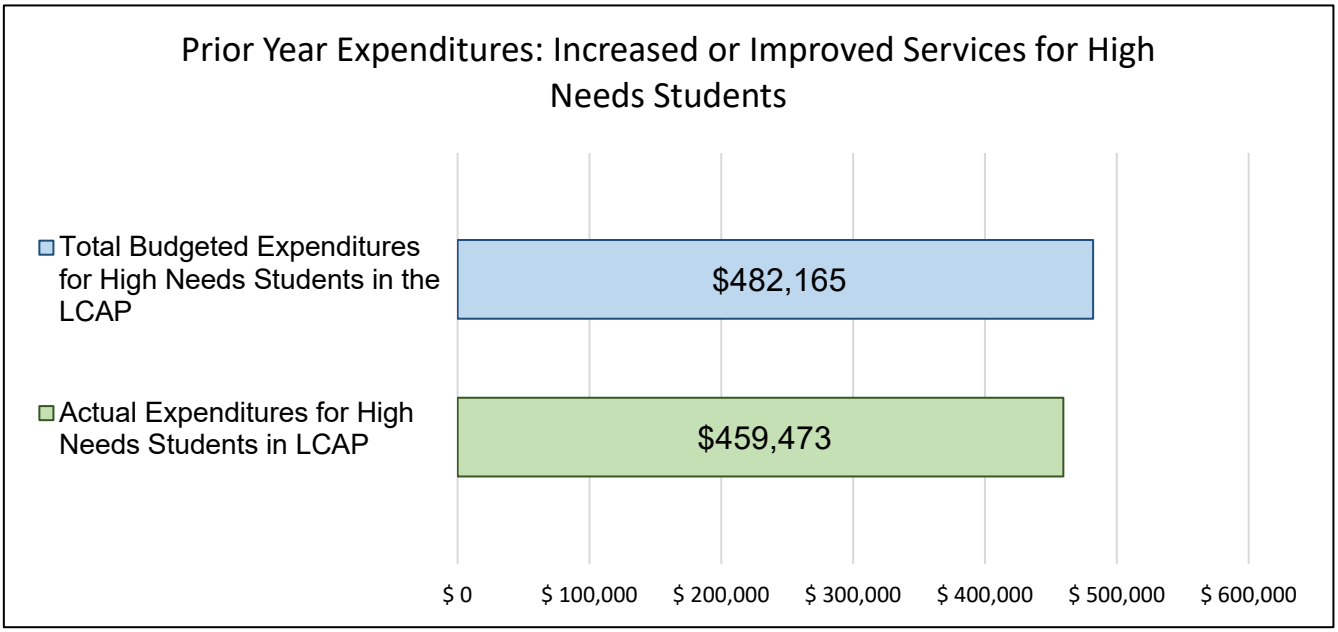
Business Office Expenses, Special Education and Nutrition program expsenses, legal and oversight fees, insurance, equipment leases

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Voices College-Bound Language Academy at Stockton is projecting it will receive $291,333.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at Stockton must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at Stockton plans to spend $297,810.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Voices College-Bound Language Academy at Stockton budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Voices College-Bound Language Academy at Stockton estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Voices College-Bound Language Academy at Stockton's LCAP budgeted $482,165.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Stockton actually spent $459,473.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of $22,692.00 had the following impact on Voices College-Bound Language Academy at Stockton's ability to increase or improve services for high needs students:

All services were provided to high need students as planned. Pandemic related funding was used to fund some planned services.

Powered by BoardOnTrack

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Stockton	Frances Teso, Chief Executive Officer	fteso@voicescharterschool.com, 408-599-0955

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Voices College-Bound Language Academy at Stockton has a foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022 at https://voicesacademies.org/wp-content/uploads/2021/07/Stockton-LCAP-Merged.pdf (p. 35-37)

Voices College-Bound Language Academy at Stockton included the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the 2021-22 LCAP development process, and as such there was no additional LCFF funding to engage our educational partners around.

The board reviewed the Educator Effectiveness Grant plan on October 28, 2021 and approved the plan on December 1, 2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Since the additional concentration grant add-on funding received was not sufficient to hire additional staff, Voices College-Bound Language Academy at Stockton is using the additional funding to provide additional hours for our existing Associate Teachers in primary grades in order to provide additional direct services through academic support. Associate teachers are needed to support

and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, and by providing daily enrichment to students. This creates lower student to staff ratios and increases capacity to provide differentiated learning for all students.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Voices College-Bound Language Academy at Stockton has a foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as Voices sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant.

The following link and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic. Local Control and Accountability Plan https://voicesacademies.org/wp-content/uploads/2021/07/Stockton-LCAP-Merged.pdf (p. 35-37)

Educational partners were engaged on the use of Expanded Learning Opportunities Grant plan funds on the following dates:

-November 2020 and May 2021 Pre and Post Parent, Student and Staff 3rd party Social Emotional Survey

-May 2021 Staff meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.

-May 2021 ELAC meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.

-May 2021 Parent Community Meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.

-May 2021 Stakeholder Survey to gather input for supplemental instructional and support services

- May 27, 2021 Board Meeting with opportunity for public comment on the Extended Learning Opportunities Grant Plan.

Voices Expanded Learning Opportunities Grant and ESSER III plans have 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 workshop 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 the ESSER III expenditure plan. The school was only recently allocated ESSER III funds. School community members will be able to provide additional ESSER III input and feedback at Voices public board meeting on January 28, 2022. 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 LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Voices College-Bound Language Academy at Stockton is implementing the federal American Rescue Plan Act and federal Elementary and Secondary Emergency Relief expenditure plan in the 2021-22 school year with one staff person serving as our **Covid Liaison**. This staff member has been well-trained and able to implement clear protocols with regards to daily health reviews, social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. Weekly PCR testing is available for staff and students are referred to community health agencies for testing and vaccination. There are protocols for frequent hand washing and hand sanitizing, and hand sanitizing stations are available throughout the campus. Students and staff are required to wear face coverings both inside and outside except while eating. Surgical masks are required for all staff effective January 2022. Presentations have been created for teachers to share with students monthly on proper hand washing and mask wearing.

When students report feeling symptoms on the daily health and wellness survey, an alert is sent to the school and before the student can return to school, a negative COVID-19 test or a doctor's note is required. If students feel ill at school, they are sent home immediately. If students are exposed to COVID-19 at school, the school closes the classroom for the safety of all students. The school has increased regular school cleaning with custodial support this year, and also incorporated a deep cleaning protocol for a classroom any time there is an exposure. As a result of this work and evidence of our success, there has been no school-based transmission prior to Winter Break. Data from the county indicate that the school case rate is lower than other schools in the county. One challenge with the strict exposure protocol has been frustration from parents about finding childcare when a classroom closes.

Continuity of Instruction has been impacted by the classroom exposures, but all students are sent home with independent study packets. The biggest challenge has been parents picking up packets and then students returning the completed packets when they return to the classroom. The school does allow fully vaccinated students to return to campus to complete their schoolwork, and it has been a challenge to find space for them to work while the classroom is closed for cleaning and disinfection.

Clerical support has been crucial to our efforts at maintaining student and staff health and safety. The office staff at the school collects all health information from families and sends it to the COVID Liaison. Parent Square is used to send out updated health and safety protocols to families and referrals to testing and vaccination locations. The school has been successful at providing clear, consistent communication to families. At the beginning of the school year, some families had technology struggles with completing the daily check in and office staff have been able to help them.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Voices College-Bound Language Academy at Stockton is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. Based on our annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports. (Goal 2, Action 4, p. 42; Goal 4, Action 2, p. 46).

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized this year. The ESSER III expenditure plan COVID Liaison action supplements the work that the office staff regularly does to maintain student health and safety.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Stockton	Myra Jauregui (Principal)	mjuaregui@voicescharterschool.com

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Voices College-Bound Language Academy at Stockton is a diverse and innovative school, serving a high needs community with the mission to “prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program.”

In 2021-22, Voices College Bound Language Academy at Stockton served a total of 78 students with diverse needs and backgrounds across Kindergarten through 2nd grade. Approximately 52 (67%) of students qualify for Free or Reduced Lunch; 27 (34.6%) are English Learners; and 0 (0%) are Reclassified Fluent English Proficient. In addition, 5 (6.4%) students qualify for SPED (Special Education) Our students represent a variety of backgrounds, with our most significant populations identifying as Hispanic/Latino (89%); other ethnicities include African American (6%), White (1%), and Asian (1%). Additionally, some students identify as having two or more races (1%).

We believe in our students, and we believe in the power of the values that drive our efforts to support our students to succeed. At the center of our core values is In Lak’ech, the philosophy of loving and caring for one another because we are one. “Si Se Puede” Attitude, Scholarship, and Activism then take our students into a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Voices which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements by focusing on four broad goals: Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model; Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports; Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community; Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Council. The English Learner Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Voices based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

As a school in its second year, Voices Stockton does not have Dashboard data:

Based on the local data, here are some successes from the 2021-22 school year:

Benchmark 2 data demonstrates growth in Kindergarten through 2nd grade in Math compared to Benchmark 1 (65% of students were proficient in Math in December and 32% were proficient in March). We also saw growth of 0% proficient in ELA to 36% during that same time period. We believe that this success can be attributed to the providing teacher support with planning time, instructional coaching, and regular data analysis sessions. Despite staffing challenges, the school has been able to honor teachers' daily planning and professional development time so they are able to focus on instruction. The school also built Professional Learning Communities(PLCs) by starting with

the foundation around the definition and purpose of PLCs, the role of data in the PLC process, and then progressing to development of common understandings and expectations for the PLC time. We look forward to building upon the foundation that was laid this year.

The school has also successfully supported teachers by providing a dedicated instructional coach (the principal) that they worked with through the year for differentiated professional development to support the teacher's individual professional growth goals. All teachers participate in both weekly and end of benchmark cycle data analysis to determine areas of student progress and needs. Administering four benchmarks this year instead of three benchmarks provided teachers, staff, and administrators with valuable baseline data to inform curricular, formative assessment, and instructional groupings. Using the results of their analysis, teachers plan together on how to best meet the whole group, small group, and individual student needs. The teachers have been proud to see the results of these efforts paying off with the increased student growth. The school will continue to provide these supports to teachers next year to support continued student progress.

The school has also made progress in supporting teachers more holistically by communicating how Voices is grounded in the Mission and Vision and cares very deeply about both student results and teacher well-being. The school has organized staff events to support morale, provided substitutes for planning time when needed, hosted one Day of Practice focused on establishing boundaries and finding joy in the work, and another Day of Practice with a Cognitive Behavior Therapist who provided tips for managing work stresses. The Voices Network team also met with teachers for empathy interviews to rebuild connections and help teachers to not feel so isolated. Team Z (Instruction) has also been able to be back on campus to provide support for teachers. These practices will be continued next year.

Students and parents have shared appreciation for our protocols for keeping students physically and mentally safe during this challenging year. We will continue to implement protocols and actions that support campus health and safety next year.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Based on local data, we have identified some areas of need. As a school in its second year, we do not have Dashboard data yet.

Attendance was an identified need with a 21.7% Chronic Absence rate in 2020-21. Chronic Absenteeism continues to be an area that needs improvement as the impact of the pandemic has greatly affected attendance.

We implemented a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English) during 2020-2022, and it will continue to be a focus moving forward. Tier I strategies target all students. Tier I strategies include sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, sending reminders after winter and spring break to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies include Dean of Culture monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, and SST meetings to discuss impact on learning as a result of being absent. Home visits were not conducted this year given Covid concerns and we hope to add these back next year. Tier III supports are

needed by students demonstrating chronic absenteeism. Students and families received individualized support and modifications. These plans are adjusted for students as needed. Tier III strategies include: referring students to outside support and providers, creating specialized student plans for participation, implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Attendance was a complicated issue to tackle in the 2021-22 school year with students needing to quarantine at home due to being identified as close contacts and then not completing the work required to count for independent study attendance. We look forward to a more stable 2022-23 school year where the tiered intervention approach can work more effectively. In 2022-23, we hope to have the necessary staffing to fully implement our advisory program where the social emotional learning curriculum will be utilized to help students identify their feelings and develop positive, constructive ways to express those feelings. Implementation of this program will support regular student attendance and positive behaviors.

Local data indicates that guided reading instruction is still an area of need in both Spanish and English (or a student's native language). Overall 9% of our students were at grade level in reading after a year of distance learning and some hybrid instruction. We still have many students below grade level in reading.

Next year Voices will continue to provide English Language Development training to all of our K-3 teachers. The training will include different sessions that cover our ELD curriculum or ELD strategies and background, including understanding the proficiency levels of students and what structured language practice looks like.

- We will continue to do regular deep dives into interim assessments, where student work will be individually reviewed. As a result, teachers will be able to plan whole-group reteach lessons or small group and one-on-one supports. This will also help the teacher and admin team focus on "target students" or students who would be a focus and represent the class.

- We will continue to implement weekly intellectual preparation planning sessions and weekly data meetings. Based on local data, the principal and coach will work directly with grade-levels that need more support in order to increase student outcomes. Students with Disabilities and English Learners will be identified in these sessions and the principal will support teachers in planning to meet the specific needs of these individual student groups. These sessions also help teachers understand the ELA standards and texts they are teaching and to construct exemplars before teaching a lesson.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2022 LCAP provides our plan for improvement and development. We have designed four goals which encompass the breadth of our program.

Goal 1: Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model. All teachers will be trained in research-based strategies to support English language acquisition of English Learners. Time will be devoted to proper administration and data analysis of the ELPAC to ensure teachers have accurate data to determine instructional strategies and ELD groupings.

Goal 2: Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports. We will continue to ensure the primary grades are staffed with teachers and associate teachers to ensure students have ample support. All teachers will receive coaching support.

Goal 3: Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community by providing a Parent Liaison and Enrichment Activities.

Goal 4: Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction by providing a competitive salary package, credential monitoring, support with enrollment and completion of a teacher Induction program, summer professional development, and school leader training focused on supporting teachers with development of strategies that support English Learner progress.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Voices College-Bound Language Academy at Stockton is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Voices College-Bound Language Academy at Stockton is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Voices College-Bound Language Academy at Stockton is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Voices Academy knows the importance of educational partner engagement, as it leads to developing an effective plan for the school and student success. Voices Academy has used several structures to effectively communicate and engage key educational partners in the Local Control and Accountability Plan (LCAP). The process involved numerous annual meetings and surveys with educational partners to engage them in the LCAP goals and actions.

Due to our small size, Voices ELAC functions as the primary parent advisory group and also fulfills the role of the LCAP Parent Advisory Committee . In addition to this stable group of teachers, administrators, and parents that provide feedback throughout the year on the strengths and needs of our program, we also host an LCAP Overview meeting for all Staff and Parents to provide them the opportunity to provide feedback specifically about the LCAP.

Throughout the year, Voices Academy held ELAC meetings, workshops, and Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition, an LCAP overview was presented to educational partners and a feedback survey was sent out using our communication platform, ParentSquare. All materials were provided in English and Spanish. The following meetings listed below were hosted by Voices and educational partner feedback was collected.

Parents/guardians, teachers, staff, and school administrators have provided feedback at many of the events listed below and also through the Network-wide surveys and individual empathy interviews conducted at the network level to reconnect with teachers and ensure their concerns are addressed.

Cafecitos: Once a month

Opportunities for parents to discuss LCAP topics:

Cafecitos: Once a month

ELAC Meetings: April 21st

Parent Workshops: 10/21/21, 11/18/21, 2/17/2022, 3/24/22, 4/28/22

Students provided feedback in classroom meetings and teachers shared their feedback with administrators.

Voices College-Bound Language Academy at Stockton evaluated its stakeholder engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are neither present nor served by Voices College-Bound Language Academy. Likewise, Voices College-Bound Language Academy teachers and personnel are not represented by a local bargaining unit.

A summary of the feedback provided by specific educational partners.

A summary of the feedback provided by specific stakeholder groups are listed below.

Parents are supportive about all of our policies and procedures, wanting to provide support for all of our policies. Students and parents have shared appreciation for our protocols for keeping students physically and mentally safe during this challenging year. We will continue to implement protocols and actions that support campus health and safety next year. We have such a warm community and the principal is always in communication with parents and they feel free to contact her about all issues. Parent feedback indicates they appreciate the warmth of staff.

Parent concern around outdoor playground - breaks and enrichment play block

Teachers/Staff/Administrators

Need having parents on site. Strong relationships with families would be buttressed by having parents on site. Parent volunteers are very important in primary classrooms.

Students would like more play time and play equipment.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Feedback from our educational partners was carefully considered and incorporated into the LCAP in the following areas:

- Goal 1, Action 1 Systematic ELD and SIOP Teacher Training is continuing in response to teachers and school leaders requesting additional training and support with implementing English Language Development (ELD) and language learner strategies.
- Goal 2, Action 6 The Student Services Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for Special Education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. Having a point person on the team to track data and support with coaching of teachers will help us stay focused on this subgroup as a priority for the coming years. This action was continued based on feedback from teachers, staff, and school administrators about the need for further support with differentiation strategies to support students with special needs.
- Goal 2, Action 9 Small class sizes, teacher recruitment & retention was added in response to feedback from teachers, staff, and administrators about the need to continue investing in retention of teachers and staff.

Goals and Actions

Goal 1

Goal #	Description
1	Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model. (Priority 2, 4A, 4C, 4D, 8)

An explanation of why the LEA has developed this goal.

A percentage of our population is made up of English Language Learners (ELs) and all of our students are language learners in our dual-immersion program. The majority of our students who are ELs also fall into our SED subgroup. Teachers and school leaders have also requested additional training and support with implementing English Language Development (ELD) and language learner strategies. Given that this is a typically underserved population and that the gap widens as grades go up, we are choosing to be proactive and to focus on this subgroup in advance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (Overall performance in SBAC) for all students and all numerically significant subgroups	NA - no data given this is our first year - first testing year on SBAC is 2022-2023 (Year 2)	NA - no data given this is our second year - first testing year on SBAC is 2022-2023 (Year 2)			All Students - 50% proficient on SBAC ELA or math English Learners 30% Data Year: 2022-23 Data Source: CA Dashboard

CA School Dashboard and DataQuest ELPAC Summative- English Learner Progress Indicator (ELPI) The percentage of current English Learner students who progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4	NA - no data given this is our first year	ELPI not reported for 2020-21. 29% Students scored 3 or 4 on ELPAC Data Year: 2020-21 Data Source: ELPAC Score Reporting			55% of English language learners progress at least one level or maintain Data Year: 2022-23 Data Source: CA Dashboard
DataQuest Percentage of students redesignated Fluent-English Proficient since last census	NA - no data given this is our first year	2020-21 0% Students reclassified Data Source: Dataquest			15% reflassiciation rate Data Year: 2022-23 Data Source: Dataquest

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic ELD and SIOP Teacher Training	If we train all of our K-3 teachers in both Systematic ELD (by EL Achieve) and the Sheltered Instruction Observation Protocol (SIOP) models then all of our teachers will increase their knowledge of	$0	Y

		language learner strategies. This will result in teachers making the best instructional moves for language learners throughout our day (for both Spanish and English learners per our dual immersion model) which is needed based on our current EL subgroup data.		
Action 2	ELPAC administration	If we train our associate teachers to proctor initial and summative ELPAC then we are able to have data to review with teachers during ELD training, make student groups for designated ELD and address EL gaps via instruction. This will result in more targeted instruction for English Learners in both designated and integrated ELD based on their proficiency, strengths and development because currently our data shows we can improve our instruction of ELs.	$2,000	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include teachers being flexible with providing language acquisition support through whole group learning experiences or pulling individual students during regular class time to provide the guided support. There was an AT supporting ELPAC testing. In regards to Systematic ELD, the team has designed the curriculum and has already prepared the plans for implementing the curriculum in 3rd grade next year. ELPAC administration for the beginning of the year was complete in the fall, and summative testing is currently underway.

Some challenges with implementation this year were staffing to support training or staff to provide small group ELD instruction. Classroom teachers have been providing integrated support throughout the school day. And due to initial staffing issues that interfered with the mid-day block for professional development, we were unable to provide SIOP Teacher Training in 2021-22.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material difference in Action 1 Systematic ELD and SIOP Teacher Training was due to paying in advance for professional development to support ELD instruction next year.

An explanation of how effective the specific actions were in making progress toward the goal.

SIOP Teacher Training was not effective because it was not implemented

The actions of Systematic ELD and ELPAC administration were effective in supporting teachers with the strategies to support English learners with language acquisition and the successful ELPAC administration is effective in providing teachers data on how to best support English learner instruction. Only 29% of students achieved a score of 3 or 4 on the ELPAC which is not surprising considering the young students we served last year. The 0% reclassification rate for our young students in the distance learning environment is also not surprising and does not reflect on the effectiveness of these actions.

Due to the 2020 and 2021 CA Dashboards not being produced and our students not being eligible to participate in CAASPP, there is a lack of data to determine the effectiveness of these actions in promoting the achievement of all students, particularly for English Language Learners.

We believe that as our young students progress through our instructional programs the effectiveness of these actions will become evident.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school is not making any changes to the planned goal, desired outcomes, or actions for the coming year based on the reflections on prior practice.

The metrics for all CAASPP data were modified to include “for all students and all numerically significant subgroups” to ensure it is clear that the school is tracking the outcomes for each of these groups.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 2

Goal #	Description
2	Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports (1B, 2, 7, 8)

An explanation of why the LEA has developed this goal.

Our local data indicates that two subgroups of concern with academic achievement are students with disabilities and socioeconomically disadvantaged students in reading and literacy skills. Our internal reading and math interim assessment data shows that while some

students with disabilities are performing similarly to their general population counterparts in math, our students with disabilities are still having challenges in foundational skills and reading. Special education staff and general education teachers and associate teachers have both requested support with differentiation strategies in the classroom. Our response to COVID-19 pandemic and distance learning also helped us realize how key our associate teachers were in supporting students and mitigating learning loss. Associate teachers and their training proved invaluable to helping us make progress with our students and will be even more vital as we look to come back to school in person and close an even wider gap for socio-economically disadvantaged students, students of color, English Learners and students with special needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-8 in Benchmark 2: % proficient	45% of students proficient in 20-21	65% of students proficient in March 2022 Data Source: Local Assessment Data			45% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: Local Assessment Data
Internal ELA Assessment 2-8 in Benchmark 2: % proficient	Not available in 20-21. Will start with 2nd grade in 21-22	36% of students proficient in March 2022 Data Source: Local Assessment Data			30% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: Local Assessment Data
% of English Learners proficient in reading, native language	22% of English Learners proficient in reading, native language	Data not yet compiled at the time of LCAP publication Data Year: 2021-22 Data Source: Running			35% of English Learners proficient in reading, native language Data Year: 2023-24 Data Source: Running

		Records/Reading in Benchmark 3			Records/Reading in Benchmark 3
% of teachers receive academic content and performance standards professional development	100% of teachers receive academic content and performance standards professional development	100% of teachers receive academic content and performance standards professional development Data Year: 2021-22 Data Source: Local Professional Development calendar			100% of teachers receive academic content and performance standards professional development Data Year: 2023-24 Data Source: Local Professional Development calendar
% of students have access to standards-aligned materials for use at home and at school	100% of students have access to standards-aligned materials	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2021-22 Data Source: Curriculum and Assessment inventory/ procurement list			100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Data Source: Curriculum and Assessment inventory/ procurement list

Actions

Action #	Title	Description	Total Funds	Contributing

Action 1	Benchmark Assessment Licenses and Screeners	If we purchase benchmark assessment licenses and systems (such as Illuminate, NWEA/MAP, STAR/Renaissance, LAS Links, Achievement Network interims, Illuminate), we will have the data on how our subgroups are performing in ELA and math at the start of the year and three additional times throughout the year. We can then use this data to reflect on instruction and drive instruction for small groups, specific students or the whole group supports. We will purchase a PKRS kindergarten screener test to determine which incoming students may already need interventions, class supports, student success team support or additional tests. We can identify students with special needs early on.	$5,290	N
Action 2	Standards Aligned Core Curriculum	By purchasing curriculum for ELA (EL Education), we are providing all students with access to high-quality complex grade-level work, especially unduplicated students. Much of the curriculum includes strategies for subgroups, including ELs. This will help us stay focused on both the work of meeting students where they are at but also accelerating students' achievement by focusing on grade-level work. Curriculum includes both student and teacher materials.	$19,130	Y
Action 3	Staff Coaching support	If we provide staff with coaching support we can support teachers with their data-analysis skills during data meetings, with professional development and coaching/observations, with their engagement techniques with real-time coaching and help them plan for small group reteach, tier 1 and tier 2 strategies or specific student needs. This will help us increase academic achievement for all students, but in particular for students with special needs and socioeconomically disadvantaged students.	$136,298	N
Action 4	Associate teachers (Title I)	Provide associate teachers in primary grades in order to provide academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, by providing daily enrichment to students. This creates more adult:student ratios and differentiated learning for all students. The Associate Teachers	$66,782	Y

		action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.		
Action 5	Technology and programs for adaptive intervention programs	Purchasing classroom programs for blended learning will allow us to provide intervention lessons to students in ELA and math. These programs may include Dreambox, Achieve3000/SmartyAnts and their associated professional development costs. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content.	$48,516	N
Action 6	Formative assessment programs	If we purchase informal assessment and participation systems (such as GoFormative), we will have daily and weekly data to review in data meetings. We can then use this data to reflect on instruction in smaller cycles and impact instruction for small groups and specific students. Our associate teachers, special education teachers and general education teachers can work to pull small groups.	$0	N
Action 7	LAS Links administration	If we purchase and train our associate teachers to proctor LAS Links (Spanish language proficiency) to measure spanish language development our teachers will have data to know where their students all land in terms of language development. They can then modify lessons or better integrate language learner strategies in specific Spanish language or content area lessons.	$2,000	N
Action 8	Small class sizes, teacher recruitment & retention	If we provide small class sizes and invest in teacher recruitment and retention by providing bonuses and raises to ensure a competitive compensation package, we will be able to employ and retain highly qualified teachers who will be able to provide more individualized instruction for students resulting in higher outcomes in student achievement.	$95,191	Y

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned, except for difficulty staffing the Associate Teacher positions this year.

The school has been able to provide instructional coaching for teachers this year with the principal, as well as Voices network level coaches. The network coaches have also provided coaching for the principal on best practices for implementing guided reading and how to coach teachers on implementing guided reading successfully.

The implementation of Prodigy as an adaptive intervention program has been a huge success with the kids and teachers really loving the program. Our students with disabilities really enjoy the program and for these students having them enjoy the program overcomes a primary barrier to learning with technology. Sometimes it is a challenge because our students with disabilities want to use the program all of the time and are sometimes inflexible if schedules need to shift. The school has successfully utilized adaptive intervention programs during guided reading and math group times to provide the opportunity for students to practice skills at their level while the teacher provides small group instruction to other students.

One challenge has been preparing for administration of the LAS links because it is only administered to students who are classified as “English Only.” and since there are a majority of native English Speakers/Spanish Learners it is taking more time than anticipated.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Estimated Actual Expenditures for Action 4 Associate Teachers action were less than budgeted due to the inability to staff positions. As a result of this, Action 2 Standards Aligned Core Curriculum expenditures were more than budgeted as we purchased additional instructional materials. Action 6 Formative Assessment Programs expenditures were less than budgeted because we decided not to purchase the formative assessment digital program and instead provide verbal or paper based formative assessments.

An explanation of how effective the specific actions were in making progress toward the goal.

The action of Staff Coaching support was highly effective in 100% of teachers receiving academic content and performance standards professional development.

Also, the Standards Aligned Core Curriculum action was effective in achieving 100% of students with access to standards-aligned materials.

The actions of Benchmark Assessment Licenses and Screeners, Associate teachers, Technology and programs for adaptive intervention programs, Formative assessment programs, Student Services Manager, and LAS Links administration worked together to achieve a high level of effectiveness with 65% of students proficient in 21-22 on the Internal Math Assessment K-8 in Benchmark 2, compared to the 32% proficient three months prior on Benchmark 1. There is also clear effectiveness of these actions on ELA achievement with 36% of students proficient in 21-22 on the Internal ELA Assessment in Benchmark 2, compared to 0% at Benchmark 1.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 8 Small class sizes, teacher recruitment & retention was added due to a significant investment in this area for next year which we believe is crucial for increasing student achievement outcomes.

All of the metrics language were modified to ensure they clearly describe what is being measured instead of the source of the data.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 3

Goal #	Description
3	Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community. (1C,3A,3B, 5A, 5B, 5C, 6A, 6B, 6C, 7, 8)

An explanation of why the LEA has developed this goal.

Based on an internal tracking system, overall attendance goals were not met confirming this is an area needing improvement. Additionally, chronic absenteeism is an area needing improvement as the 2021-22 school year suffered the impact of the pandemic and students needing to quarantine at home due to being identified as close contacts and then not completing the work required to count for independent study attendance. In addition to the Covid protocol of needing a completed health screening to attend school resulting in parents/guardians keeping students home if any concerning symptom was noted.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of families responding to survey # of parents attending LCAP meetings	92% survey response. No baseline (sign in sheet) parents/guardian	12.5% survey response. Due to Covid protocols all meeting			At least 70% of parents/ guardians will participate in the post Annual Family-School Relationships survey.

	participation LCAP meetings	were conducting virtually Data Year: 2021-22 Data Source: Local			Parent/guardian attendance at LCAP meetings will increase year over year. Data Year: 2023-24 Data Source: Local
% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or parent education class	No baseline	Due to Covid protocols all meeting were conducting virtually Network-wide Parent/Guardian Ed Series - workshop dates: 10/21, 11/18, 2/17, 3/24, 4/28 Data Year: 2021-22 Data Source: Local			At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class Data Year: 2023-24 Data Source: Sign-in sheets and training dates
Average daily attendance rates as of **May 2nd** (P2)	No previous data data (due to school opening in 2020-21)	Data not yet compiled at the time of LCAP publication Data Year: 2021-22 Data Source: Local			Attendance rate of ≥ 95% for All students Attendance rate of ≥ 95% for ELs Attendance rate of ≥ 95% for low SES

Chronic Absenteeism for all students and all numerically significant subgroups	No previous data on CA Dashboard due to school opening in 2020-21 ALL - 24.1% Per Voices Chronic Absenteeism Tool	All: 21.7% EL: 20.0% Hispanic: 21.7% SED: 23.8% Source: DataQuest Data Year: 2020-21			All <10% EL <10% Hispanic <10% Socioeconomically Disadvantaged <10% Students with Disabilities < 10% Data Year: 2022-23 Data Source: Dataquest
Suspension Rate for all students and all numerically significant subgroups (Added in 2022)	0% Data Year: 2020-21 Data Source: Dataquest	N/A Metric added in 2022			<3% Data Year: 2022-23 Data Source: Dataquest
Expulsion Rate for all students and all numerically significant subgroups (Added in 2022) % of parents/guardians responded favorably	0% Data Year: 2020-21 Data Source: Dataquest 75% of parents/guardians responded favorably Data Year: 2021-22	N/A Metric added in 2022 N/A Metric added in 2022			0% Data Year: 2022-23 Data Source: Dataquest At least 80% of parents/guardians will respond favorably to

to school safety question	Data Source: Local				the school safety survey question Data Year: 2023-24 Data Source: Local
% of students enrolled in a Broad course of study including unduplicated pupils and students with exceptional needs (added in 2022)	100% Data Year: 2021-22 Data Source: Local	N/A (added in 2022)			100% Data Year: 2023-24 Data Source: Local
Overall Facilities Inspection Rating (added in 2022)	TBD Data Year: 2021-22 Data Source: Local	N/A (added in 2022)			Good Data Year: 2023-24 Data Source: SARC

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Parent Liaison	Voices will hire and retain a Parent Liaison that promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Parent Liaison will train staff on the use of our social emotional supports and coordinate enrichment programs at the school for TK-3.The Parent Liaison will provide parent/guardian education. This action is principally directed	$52,965	Y

		towards parents/guardians of unduplicated students, resulting in improved student success particularly for SED and EL students.		
Action 2	Enrichment Activities and AdvisoryCurriculum	Voices will purchase enrichment activities and supplies for students and a SEL curriculum for all students. This includes CCSS aligned arts enrichment curriculum licensing and materials, as well as physical activity programs such as dance enrichment and ToolBox Curriculum. Advisory will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas	$3,250	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned.

The school successfully hired a new liaison to form new relationships with families.

Enrichment was difficult because the school was short staffed and it was difficult to provide coverage for teachers during that block, so they could participate in professional development. Since January/February, the schedule has been able to be implemented more consistently when one of our teachers returned from leave. A School Assistant was also hired to support teachers. The Independent Studies teacher blocked off enrichment time to provide that support for other teachers. The Chief Culture Officer Culture with support of the Parent Liaison provided restorative practice/justice trainings in November and December for all teachers, associate teachers, support staff and administrators which focused on best practices for using positive reinforcements, social emotional learning and restorative practices.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions of Parent Liaison and Enrichment Activities and Advisory Curriculum effectiveness is evidenced by family survey data showing a sense of minimum barriers to engagement with the school and school safety as 89% responded favorably to barriers to engagement and 75% to school safety.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

All of the metrics for this goal where local data was being provided and state data is available were switched to use state data going forward in order to ensure all partners are using the same data sources to analyze outcomes. All metrics language has been modified to ensure that what is being measured is being described instead of the tool being used to measure it. The Overall Facilities rating metric was added to ensure the adequacy of our school facilities are being tracked and reported. The metrics Suspension and Expulsion rates for all students and all numerically significant subgroups was added to ensure we are tracking and reporting school culture metrics. The metrics % of parents/guardians responded favorably to the school safety question and % of students enrolled in a broad course of study to ensure the school is tracking and reporting all required metrics regarding school culture.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 4

Goal #	Description
4	Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction. (Priority 1A, 6C)

An explanation of why the LEA has developed this goal.

We serve a traditionally underserved low-income, Latino and English Learners student population. This group has been hit particularly hard with COVID-19 pandemic related learning loss. While we were able to provide a strong virtual and hybrid program in 2020-21, research and our own internal data has shown that students did not make great growth. In particular, our K-1 students have faced challenges in literacy instruction online and we expect that we will need highly-trained teachers to support this learning loss. We want to make sure our teachers have the mindset, will and skill necessary to tackle the challenges of post-pandemic education and who can help us reach positive student outcomes. Coupled with the California teacher shortage before COVID-19, and that many educators are leaving the profession after a year of distance learning, we foresee a challenge in being able to fill these roles. We know pandemic related learning loss will have an impact on students in the years to come as well, and the more we can develop and retain highly-qualified, mission-driven teachers, the better for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Percentage of Properly credentialed teachers complete induction program	2020-21 100 % Eligible Teacher complete induction program within eligibility period	2021-22 100 % Eligible Teacher complete induction program within eligibility period Data Source: Voices BTSA list			100 % Eligible Teacher complete induction program within eligibility period Data Year: 2023-24 Data Source: Local
Percentage of properly credentialed teachers (SAmRC)*	100% teachers with appropriate permit or waiver credential	Data release by the CDE delayed			100% teachers with appropriate permit or waiver credential Data Year: TBD Data Source: SARC

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction Program	Continue to implement the induction program for new teachers.	$7,000	N
2	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	$233,205	N
3	Summer Professional Development	If we provide high-quality summer training on our academic program and mission/vision, our teachers will have the skills and a clear why as to the work. This will set them up for a strong start with students in the fall, and coaches can return to this training as a foundation for coaching teachers.	$2,200	N
4	School Leader Training	If we train our school leaders in English Learner practices and support them in implementation, they will be better equipped to coach teachers in English learner strategies.	$5,000	Y

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned, except school leader training was provided as individual coaching support instead of in a group training session. School leader training focused on guided reading, setting a professional learning community focused on analyzing data, getting results and sharing best practices and how to coach in ELA - the latter two foci impacting English Learners progress.

The Summer Professional Development was successful with new teachers coming for the first two weeks and then returning teachers joining for the last two weeks. Providing coverage during the enrichment block for teachers was very important. The school prioritized teacher planning time by shifting scheduling and staffing to meet this need and teachers have appreciated having the time to reflect on their own data and plan instruction.

Some challenges with implementation this year were staffing shortages at the school and CMO level led to reduced coaching support for teachers and leaders. Also, staffing to support students who need additional behavior support has not been available and we have had to contract out for these services which is difficult because as a small school we don't receive a lot of funding.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The decreased costs for Action 1 Induction Program were the result of having fewer teachers than projected participate in the Induction program this year.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions of Induction Program, Credential Monitoring, Highly qualified teachers, and Summer Professional Development were effective in achieving 100% completing the induction program, as well as 85% retention of instructional staff. The effectiveness of the School Leader Training is unclear because it was not implemented as planned this year. We look forward to the functionality of the teacher credentialing data populating in our SARC reports directly from the CDE, so that we can reflect on our progress in this area.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school is not making any changes to the planned goal, desired outcomes, or actions for the coming year based on the reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$291,333	$33,708

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.94%	0.00%	$0	31.94%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs

There is no CA Dashboard data available because it was suspended in 2020 and 2021 due to the pandemic and Voices Stockton is only in its second year of operation. On the 2021 ELPAC, 29% of our English Learners scored at Levels 3 or 4. In 2020-21, the English Learner reclassification rate was 0%.

Actions

Based on a review of data, we have designed the 2022 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction with high levels of academic support. The academic support begins with small class sizes supplemented with Associate Teachers further reducing the student to teacher ratios in our primary grade classrooms and allowing for more individualized attention and instruction for students. All of our teachers receive coaching support to ensure they can use the most effective teaching strategies for our highest need students. We have invested in recruiting and retaining our high-quality teachers this year to ensure our students' needs continue to be met with the best personnel available.

Goal 2, Action 3 Staff Coaching Support

Goal 2 , Action 4 Associate teachers

Goal 2, Action 8 Small Class Sizes, teacher recruitment & retention

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, and Reclassification rates. Current targets aim growth within the next two years for growth in the English Learner Progress Indicator to 55% and to increase our reclassification rate to 15%. We plan to use interim assessment data to gauge progress throughout the year on multiple subgroups including foster youth, language learners and low income students.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2020-21, the Chronic Absenteeism rate was 20% for English Learners and 23.8% for low income students. In 2021-22, 75% of parents indicated that they feel their child is safe at school.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include providing a Parent Liaison that promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Parent Liaison will train staff on the use of our social emotional supports and coordinate enrichment programs at the school for TK-3.The Parent Liaison will provide parent/guardian education. This action is principally directed towards parents/guardians of unduplicated students, resulting in improved student success particularly for SED and EL students.

Goal 3, Action 1 Parent Liaison

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Voices Stockton school community. We will also measure progress toward a high attendance and low chronic absenteeism (see above).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Voices is increasing services for foster youth, English Learners, and low-income students 32.65% through the following LEA-wide actions:

Goal 2, Action 3 Staff Coaching Support $136,298 = 14.94%

Goal 2 , Action 4 Associate teachers $ 13,356 = 1.46%

Goal 2, Action 8 Small Class Sizes, teacher recruitment & retention $95,191 = 10.44%

Goal 3, Action 1 Parent Liaison $52,965 = 5.81%

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Voices College-Bound Language Academy at Stockton is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following action(s):

Goal 3, Action 1 Parent Liaison $52,965 Voices will hire and retain a Parent Liaison that promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Parent Liaison will train staff on the use of our social emotional supports and coordinate enrichment programs at the school for TK-3.The Parent Liaison will provide parent/guardian education. This action is principally directed towards parents/guardians of unduplicated students, resulting in improved student success particularly for SED and EL students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Voices College-Bound Language Academy at Stockton 1:14

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Voices College-Bound Language Academy at Stockton 1:14

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personn	Total Non-personnel
Totals	$ 607,081	$ 8,300	$ -	$ 63,446	678,827	$ 448,143	$ 230,684

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training	All	$ -	$ -	$ -	$ -	$ -
1	2	ELPAC Administration	All	$ 2,000	$ -	$ -	$ -	$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	All	$ 5,290	$ -	$ -	$ -	$ 5,290
2	2	Standards Aligned Core Curriculum	All	$ 19,130	$ -	$ -	$ -	$ 19,130
2	3	Staff Coaching Support	All	$ 136,298	$ -	$ -	$ -	$ 136,298
2	4	Associate teachers (Title I)	All	$ 13,356	$ -	$ -	$ 53,426	$ 66,782
2	5	Technology and programs for adaptive intervention programs	All	$ 44,196	$ -	$ -	$ 4,320	$ 48,516
2	6	Formative Assessment Programs	All	$ -	$ -	$ -	$ -	$ -
2	7	LAS Links administration	All	$ -	$ 2,000	$ -	$ -	$ 2,000
2	8	Small class sizes, teacher recruitment & retention	All	$ 95,191	$ -	$ -	$ -	$ 95,191
3	1	Parent Liaison	All	$ 52,965	$ -	$ -	$ -	$ 52,965
3	2	Enrichment Activities and Advisory Curriculum	All	$ 3,250	$ -	$ -	$ -	$ 3,250
4	1	Induction Program	All	$ -	$ 6,300	$ -	$ 700	$ 7,000
4	3	Highly Qualified teachers	All	$ 233,205	$ -	$ -	$ -	$ 233,205
4	4	Summer Professional Development	All	$ 2,200	$ -	$ -	$ -	$ 2,200
4	5	School Leader Training	All	$ -	$ -	$ -	$ 5,000	$ 5,000
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 912,010	$ 291,333	31.94%	0.00%	31.94%	$ 297,810	0.00%	32.65%	**Total:**	$ 297,810
								LEA-wide	$ 297,810
								Limited Total:	$ -
								Schoolwide	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Systematic ELD and SIOP Teacher Training	No	LEA-wide		Elementary	$ -	0.00%
1	2	ELPAC Administration	No	LEA-wide		Elementary	$ -	0.00%
2	1	Benchmark Assessments Licenses and Screeners	No	LEA-wide		Elementary	$ -	0.00%
2	2	Standards Aligned Core Curriculum	No	LEA-wide		Elementary	$ -	0.00%
2	3	Staff Coaching Support	Yes	LEA-wide	All	Elementary	$ 136,298	0.00%
2	4	Associate teachers (Title I)	Yes	LEA-wide	All	Elementary	$ 13,356	0.00%
2	5	Technology and programs for adaptive intervention p	No	LEA-wide		Elementary	$ -	0.00%
2	6	Formative Assessment Programs	No	LEA-wide		Elementary	$ -	0.00%
2	7	LAS Links administration	No	LEA-wide		Elementary	$ -	0.00%
2	8	Small class sizes, teacher recruitment & retention	Yes	LEA-wide	All	Elementary	$ 95,191	0.00%
3	1	Parent Liaison	Yes	LEA-wide	All	Elementary	$ 52,965	0.00%
3	2	Enrichment Activities and Advisory Curriculum	No	LEA-wide		Elementary	$ -	0.00%
4	1	Induction Program	No	LEA-wide		Elementary	$ -	0.00%
4	3	Highly Qualified teachers	No	LEA-wide		Elementary	$ -	0.00%
4	4	Summer Professional Development	No	LEA-wide		Elementary	$ -	0.00%
4	5	School Leader Training	No	LEA-wide		Elementary	$ -	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%
							$ -	0.00%

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 674,412.00	$ 595,457.88

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic ELD and SIOP Teacher Training	Yes	$ 3,300	$4,500
1	2	ELPAC administration	Yes	$ 2,000	$2,000
2	1	Benchmark Assessment Licenses and Screeners	No	$ 6,000	$4,204
2	2	Standards Aligned Core Curriculum	Yes	$ 3,275	$18,260
2	3	Staff Coaching support	Yes	$ 118,876	$119,453
2	4	Associate teachers in grades K-4 (Title I)	Yes	$ 137,249	$25,162
2	5	Technology and programs for adaptive intervention programs	Yes	$ 15,628	$14,889
2	6	Formative assessment programs	No	$ 3,100	$0
2	7	LAS Links administration	No	$ 1,000	$1,102
3	1	Parent Liaison	Yes	$ 53,014	$49,968
3	2	Enrichment Activities and AdvisoryCurriculum	No	$ 2,800	$2,480
4	1	Induction Program	No	$ 7,000	$3,500
4	2	Highly qualified teachers	No	$ 315,845	$347,790
4	3	Summer Professional Development	No	$ 2,500	$2,150
4	4	School Leader Training	Yes	$ 2,825	$0
				$ -	$ -
				$ -	$ -

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 171,168	$ 285,196	$ 233,961	$ 51,235	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Systematic ELD and SIOP Teacher Training	Yes	$ 2,400	$4,500	0.00%	0.00%
1	2	ELPAC administration	Yes	$ 2,000	$2,000	0.00%	0.00%
2	1	Benchmark Assessment Licenses and Screeners	No	$ -	$ -	0.00%	0.00%
2	2	Standards Aligned Core Curriculum	Yes	$ 3,275	$18,260	0.00%	0.00%
2	3	Staff Coaching support	Yes	$ 118,876	$ 119,453.00	0.00%	0.00%
2	4	Associate teachers in grades K-4 (Title I)	Yes	$ 90,274	$ 25,162.00	0.00%	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	$ 12,532	$11,793	0.00%	0.00%
2	6	Formative assessment programs	No	$ -	$ -	0.00%	0.00%
2	7	LAS Links administration	No	$ -	$ -	0.00%	0.00%
3	1	Parent Liaison	Yes	$ 53,014	$49,968	0.00%	0.00%
3	2	Enrichment Activities and AdvisoryCurriculum	No	$ -	$ -	0.00%	0.00%
4	1	Induction Program	No	$ -	$ -	0.00%	0.00%
4	2	Highly qualified teachers	No	$ -		0.00%	0.00%
4	3	Summer Professional Development	No	$ -	$ -	0.00%	0.00%
4	4	School Leader Training	Yes	$ 2,825	$ 2,825.00	0.00%	0.00%
				$ -	$ -	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 542,643	$ 171,168	0.00%	31.54%	$ 459,473	0.00%	84.67%	$0.00 - No Carryover	0.00% - No Carryover

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Coversheet

WCC 22-23 LCAP Approval

Section: V. 22-23 LCAP Approval
Item: E. WCC 22-23 LCAP Approval
Purpose: Vote
Submitted by:
Related Material: VoicesWCC_LCAP_2022.pdf

LCFF Budget Overview for Parents

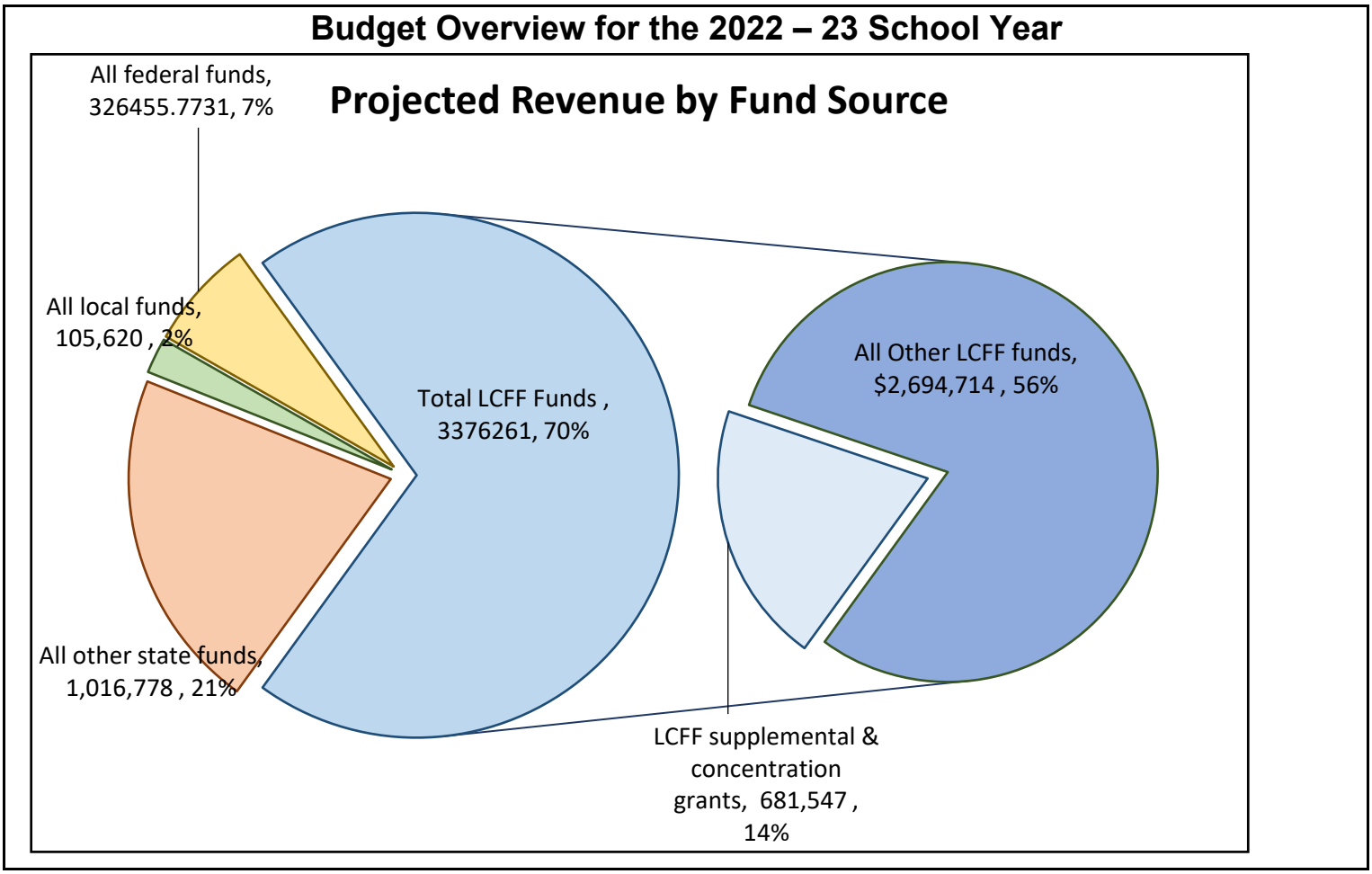
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at West Contra Costa

CDS Code: 07 61796 0136903

School Year: 2022 – 23

LEA contact information: Elizabeth Aguilar, Chief Academic Officer eaguilar@voicescharterschool.com

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).



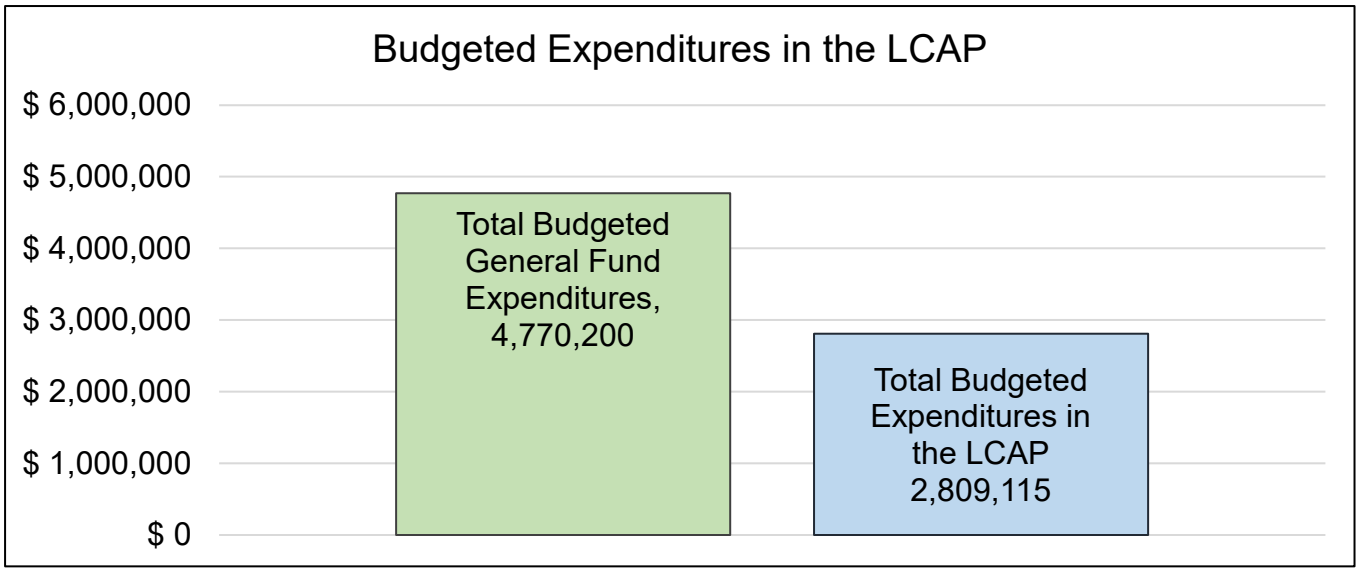
This chart shows the total general purpose revenue Voices College-Bound Language Academy at West Contra Costa expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at West Contra Costa is $4,825,114.77, of which $3,376,261.00 is Local Control Funding Formula (LCFF), $1,016,778.00 is other state funds, $105,620.00 is local funds, and $326,455.77 is federal funds. Of the $3,376,261.00 in LCFF Funds, $681,547.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Voices College-Bound Language Academy at West Contra Costa plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy at West Contra Costa plans to spend $4,770,200.00 for the 2022 – 23 school year. Of that amount, $2,809,115.00 is tied to actions/services in the LCAP and $1,961,085.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

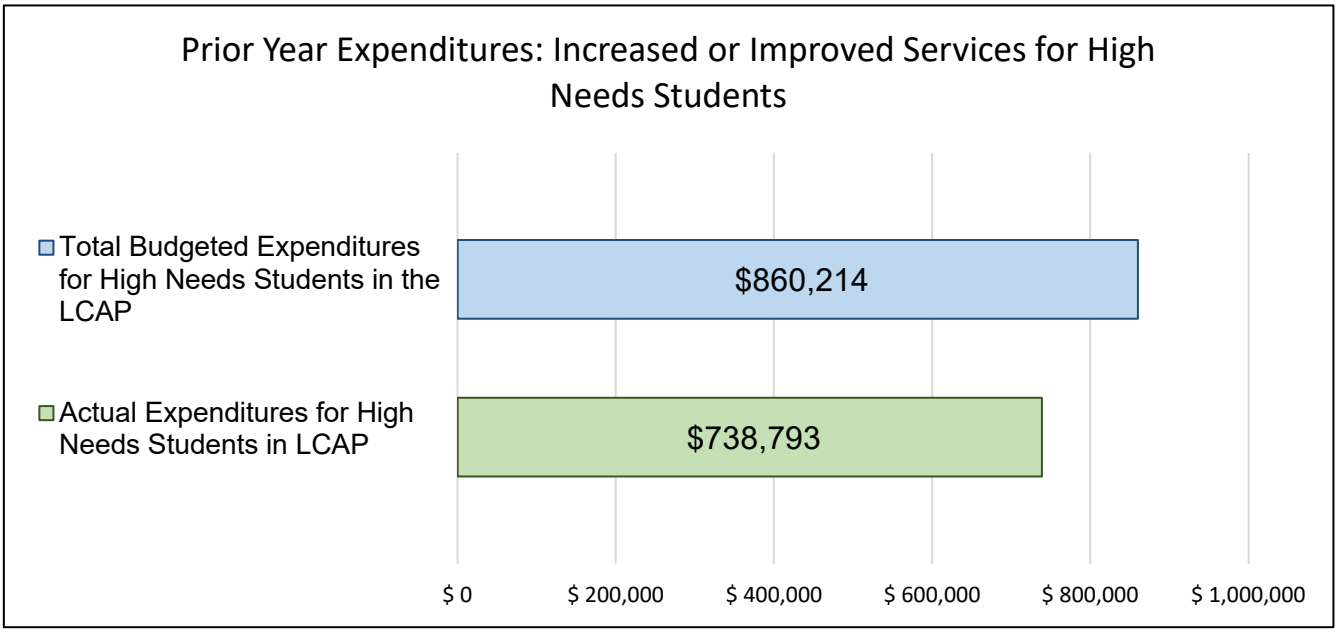
Business Office Expenses, Special Education and Nutrition program expenses, legal and oversight fees, insurance, equipment leases

Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, Voices College-Bound Language Academy at West Contra Costa is projecting it will receive $681,547.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at West Contra Costa must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at West Contra Costa plans to spend $778,848.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what Voices College-Bound Language Academy at West Contra Costa budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Voices College-Bound Language Academy at West Contra Costa estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, Voices College-Bound Language Academy at West Contra Costa 's LCAP budgeted $860,214.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at West Contra Costa actually spent $738,793.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of $121,421.00 had the following impact on Voices College-Bound Language Academy at West Contra Costa 's ability to increase or improve services for high needs students:

Enrollment was lower than expected so we were able to provide the same level of services to high need students with lower expenditures for staff.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at West Contra Costa County	Frances Teso, Chief Executive Officer	fteso@voicescharterschool.com, 408-599-0955

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Voices College-Bound Language Academy at West Contra Costa County has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022 at https://voicesacademies.org/wp-content/uploads/2021/07/WCC-LCAP-Merged.pdf (p. 42-44)

Voices College-Bound Language Academy at West Contra Costa County included the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the 2021-22 LCAP development process, and as such there was no additional LCFF funding to engage our educational partners around.

The board reviewed the Educator Effectiveness Grant plan on October 28, 2021 and approved the plan on December 1, 2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Voices College-Bound Language Academy at West Contra Costa County is using the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students by retaining Associate Teachers in primary grades

in order to provide additional direct services through academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning, by supporting the teacher with formative assessments and the school with diagnostics, and by providing daily enrichment to students. This creates lower student to staff ratios and increases capacity to provide differentiated learning for all students.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Voices College-Bound Language Academy at West Contra Costa County has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as Voices sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following link and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic. Local Control and Accountability Plan https://voicesacademies.org/wp-content/uploads/2021/07/WCC-LCAP-Merged.pdf (p. 42-44)

Educational partners were engaged on the use of Expanded Learning Opportunities Grant plan funds on the following dates:

-November 2020 and May 2021 Pre and Post Parent, Student and Staff 3rd party Social Emotional Survey

-May 2021 Staff meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.

-May 2021 ELAC meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.

-May 2021 Parent Community Meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.

-May 2021 Stakeholder Survey to gather input for supplemental instructional and support services

- May 27, 2021 Board Meeting with opportunity for public comment on the Extended Learning Opportunities Grant Plan.

Voices Expanded Learning Opportunities Grant and ESSER III plans have 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 workshop 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 the ESSER III plan. School community members were 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 LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Voices College-Bound Language Academy at West Contra Costa County is implementing the federal American Rescue Plan Act and federal Elementary and Secondary Emergency Relief expenditure plan through each of the actions in boldface type. Voices is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act with one staff person serving as our **Covid Liaison**. This staff member has been well-trained and able to implement clear protocols with regards to daily temperature checks and health reviews, Covid-19 testing, and social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. Weekly PCR testing is available for staff, and students are referred to community health agencies for testing and vaccination. There are protocols for frequent hand washing and hand sanitizing, and hand sanitizing stations are available throughout the campus. Students and staff are required to wear face coverings both inside and outside except while eating. Surgical masks are required for all staff effective 1/2022. Presentations have been created for teachers to share with students monthly on proper hand washing and mask wearing.

When students report feeling symptoms on the daily health and wellness survey, an alert is sent to the school and before the student can return to school, a negative COVID-19 test or a doctor's note is required. If students feel ill at school, they are sent home immediately. If students are exposed to COVID-19 at school, the school closes the classroom for the safety of all students. The school has increased regular school cleaning with **Custodial Support** this year, and also incorporated a deep cleaning protocol for a classroom any time there is an exposure. The school faced a challenge with custodial staffing temporarily this year.

As a result of this work and evidence of our success, there has been no school-based transmission prior to Winter Break. Data from the county indicate that the school case rate is lower than other schools in the county. One challenge with the strict exposure protocol has been frustration from parents about finding childcare when a classroom closes.

Continuity of Instruction has been impacted by the classroom exposures, but all students are sent home with independent study packets. The biggest challenge has been parents picking up packets and then students returning the completed packets when they return to the classroom. The school does allow fully vaccinated students to return to campus to complete their schoolwork, and it has been a challenge to find space for them to work while the classroom is closed for cleaning and disinfection.

Clerical Support has been crucial to our efforts at maintaining student and staff health and safety. The office staff at the school collects all health information from families and sends it to the COVID Liaison. Parent Square is used to send out updated health

and safety protocols to families and referrals to testing and vaccination locations. The school has been successful at providing clear, consistent communication to families. At the beginning of the school year, some families had technology struggles with completing the daily check in and office staff have been able to help them.

The school prioritized retaining the **Teaching Staff** to maintain smaller class sizes this year to ensure all students receive the support needed after spending over a year in distance learning. The school has been able to retain most of the existing teaching staff despite lower than forecast enrollment and ADA and has successfully maintained smaller class sizes. Even with the additional funding available to retain the teaching staff, staffing has been challenging this year due to teacher resignations from pandemic-related job stress and the teacher shortage. Some of our teaching staff have moved into administrative roles, which has caused additional turnover of teachers in the classroom.

The school also prioritized providing **Instructional Support** for our teachers with Instructional Coaches and Intervention Teachers. Staffing these positions has been very challenging and the school has not been able to find qualified candidates for these roles despite increasing the salary.

Nutrition Consultants have helped the school streamline the food service program and ensure students receive nutritious meals each day. The meals are in compliance with the national school food standards and provided by a high-quality food services provider partner. The school provides all students a hot breakfast and lunch. Due to supply chain and increased prices, the food service provider has shared that they will need to raise the prices they charge the schools, which may be a challenge down the road.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Voices College-Bound Language Academy at West Contra Costa County is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. Based on our annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports. The ESSER III expenditure plan provides additional supports to address learning loss for students with Teaching Staff and Instructional Support that supplement the related LCAP actions (Goal 2, Action 4, p. 50; Goal 4, Action 3, p. 56).

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized in the LCAP this year. The ESSER III expenditure plan COVID Liaison, Clerical Support, and Custodial Support actions supplement the Facility Maintenance action (Goal 3, Action 5, p.55) previously outlined in the LCAP. The ESSER III expenditure plan provides additional support for student well-being with the Nutritional Coaching action. This action is aligned to the LCAP, Goal 3 "Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community." Students need appropriate nutrition in order to learn.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at West Contra Costa	Elizabeth Aguilar Chief Academic Officer	eaguilar@voicescharterschool.com (408) 361-1960

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Voices College-Bound Language Academy at West Contra Costa (Voices WCC) is a diverse and innovative school, serving a high needs community with the mission to “prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program.”

In 2021-22, Voices College Bound Language Academy at West Contra Costa served a total of 235 students with diverse needs and backgrounds across Kindergarten through 5th grade. Approximately 182 (77.4%) of students qualify for Free or Reduced Lunch; 139 (59.1%) are English Learners; and 10 (4.2%) are Reclassified Fluent English Proficient. In addition, 31 (13.1%) students qualify for SPED (Special Education) services. Our students represent a variety of backgrounds, with our most significant populations identifying as Hispanic/Latino (89.7%); other ethnicities include African American (6.4%), White (1.3%), and Asian (1.3%). Additionally, some students identify as having two or more races (1.3%).

We believe in our students, and we believe in the power of the values that drive our efforts to support our students to succeed. At the center of our core values is In Lak’ech, the philosophy of loving and caring for one another because we are one. “Si Se Puede” Attitude, Scholarship, and Activism then take our students into a culture that fosters positive learning experiences and encourages a connection and duty to the community we live in.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for Voices College-Bound Language Academy at West Contra Costa which is the Schoolwide Program; herein referred to as the LCAP. The Charter School’s plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements by focusing on four broad goals: Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model; Improve students proficiency and growth in key content areas, school-wide and for all

subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports; Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community; Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Council. The English Learner Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of Voices College-Bound Language Academy at West Contra Costa based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to being a young school, there is no CA Dashboard data for the school to address at this time.

Based on the local data, here are some successes from the 2021-22 school year:

Benchmark 2 data demonstrates growth in Kindergarten through 8th grade in Math compared to Benchmark 1(29% of students were proficient in Math in December and 45% were proficient in March). We also saw growth of 14% proficient in ELA to 24% during that same time period. The growth is more pronounced (~20 points in ELA and Math) when compared to the diagnostic assessments we administered at the beginning of the year. We are not finished compiling our June/Benchmark 3 data, but based on preliminary analysis in Math, we see students achieving at near pre-pandemic levels after a full year back with in-person instruction. We believe that this success can be attributed to the providing teacher support with planning time, instructional coaching, and regular data analysis sessions. Despite staffing challenges, the school has been able to honor teachers' daily planning and professional development time (since after the mid-year point) so they are able to focus on instruction. The school also built Professional Learning Communities(PLCs) by starting with the foundation around the definition and purpose of PLCs, the role of data in the PLC process, and then progressing to how to do math and ELA data meetings. We look forward to building upon the foundation that was laid this year.

The school has also successfully supported teachers by providing some instructional coaching throughout the year, though not as much as had been planned due to not having a full-time principal or coach on site. All teachers participate in both weekly and end of benchmark cycle data analysis to determine areas of student progress and needs. Administering four benchmarks this year instead of three benchmarks provided teachers, staff, and administrators with valuable baseline data to inform curricular, formative assessment, and instructional groupings. Using the results of their analysis, teachers plan together on how to best meet the whole group, small group, and individual student needs. The teachers have been proud to see the results of these efforts paying off with the increased student growth. The school will continue to provide these supports to teachers next year to support continued student progress.

The school has also made progress in supporting teachers more holistically by communicating how Voices is grounded in the Mission and Vision and cares very deeply about both student results and teacher well-being. The school has organized staff events to support morale, hosted one Day of Practice focused on establishing boundaries and finding joy in the work, and another Day of Practice with a Cognitive Behavior Therapist who provided tips for managing work stresses. The Voices Network team also met with teachers for empathy interviews to rebuild connections and help teachers to not feel so isolated. Team Z (Instruction) has also been able to be back on campus to provide support for teachers. These practices will be continued next year.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

There is no CA Dashboard data for the school to address at this time. Based on the local data, here are some identified needs from the 2021-22 school year:

- Chronic absenteeism was an area identified as needing improvement based on the internal tracking system as the impact of the pandemic has greatly affected attendance. We implemented a tiered approach to address student attendance and participation (support in each Tier is provided in Spanish and English) during 2020-2022, and it will continue to be a focus moving forward. Tier I strategies target all students. Tier

I strategies include sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, sending reminders after winter and spring break to return to school..Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies include Dean of Culture monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, and SST meetings to discuss impact on learning as a result of being absent. Home visits were not conducted this year given Covid concerns, and we hope to add these back next year. Tier III supports are needed by students demonstrating chronic absenteeism. Students and families receive individualized support and modifications. These plans are adjusted for students as needed. Tier III strategies include: referring students to outside support and providers, creating specialized student plans for participation, implementing a behavior plan and supporting teachers with strategies to meet students specific needs. Attendance was a complicated issue to tackle in the 2021-22 school year with students needing to quarantine at home due to being identified as close contacts and then not completing the work required to count for independent study attendance. We look forward to a more stable 2022-23 school year where the tiered intervention approach can work more effectively. In 2022-23, we hope to have the necessary staffing to fully implement our advisory program where the social emotional learning curriculum will be utilized to help students identify their feelings and develop positive, constructive ways to express those feelings. Implementation of this program will support regular student attendance and positive behaviors.

Students made growth in reading achievement this year, but they are still performing below grade level standards. The data shows that students still need considerable support in writing. In Math, students in most grades made considerable progress, but upper elementary students are not showing as much growth. The school will devote increased professional development time to focus on guided reading, curriculum implementation, modeling of teaching strategies, and planning time during the school year and during summer professional development sessions.

Of Voices WCC's total student population, 59.1% are English Language Learners and 13.1% are students with disabilities(SWD). Our internal data shows that these subgroups are performing at lower proficiencies than our overall population. We would like to target this area for improvement in both ELA and Math. Below are some next steps.

-We will continue to implement weekly intellectual preparation planning sessions and weekly data meetings. Based on local data, the principal and coach will work directly with grade-levels that need more support in order to increase student outcomes. Students with Disabilities and English Learners will be identified in these sessions and the principal will support teachers in planning to meet the specific needs of these individual student groups. These sessions also help teachers understand the ELA standards and texts they are teaching and to construct exemplars before teaching a lesson.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2022 LCAP provides our plan for improvement and development. We have designed four goals which encompass the breadth of our program.

Goal 1: Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model. All teachers will be trained in research-based strategies to support English language acquisition of English Learners. Time will be devoted to proper administration and data analysis of the ELPAC to ensure teachers have accurate data to determine instructional strategies and ELD groupings.

Goal 2: Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports. We will continue to ensure the primary grades are staffed with teachers and associate teachers to ensure students have ample support. All teachers will receive coaching support and the Student Services Manager will provide additional support to teachers and students.

Goal 3: Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community by providing a Dean of Culture, Enrichment Activities, an Advisory program for upper grades, as well as facilities maintenance and administrative support staff to oversee and ensure safe facilities.

Goal 4: Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction by providing a competitive salary package, credential monitoring, support with enrollment and completion of a teacher Induction program, summer professional development, and school leader training focused on supporting teachers with development of strategies that support English Learner progress.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Voices College-Bound Language Academy at West Contra Costa is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Voices College-Bound Language Academy at West Contra Costa is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Voices College-Bound Language Academy at West Contra Costa is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Voices College-Bound Language Academy at West Contra Costa knows the importance of educational partner engagement, as it leads to developing an effective plan for the school and student success. Voices College-Bound Language Academy at West Contra Costa has used several structures to effectively communicate and engage key educational partners in the Local Control and Accountability Plan (LCAP). The process involved numerous annual meetings and surveys with educational partners to engage them in the LCAP goals and actions.

Due to our small size, Voices ELAC functions as the primary parent advisory group and also fulfills the role of the LCAP Parent Advisory Committee . In addition to this stable group of teachers, administrators, and parents that provide feedback throughout the year on the strengths and needs of our program, we also host an LCAP Overview meeting for all Staff and Parents to provide them the opportunity to provide feedback specifically about the LCAP.

Throughout the year, Voices WCC held ELAC meetings, workshops, and Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition, an LCAP overview was presented to educational partners and a feedback survey was sent out using our communication platform, ParentSquare. All materials were provided in English and Spanish. The following meetings listed below were hosted by Voices and educational partner feedback was collected.

Parents/guardians, teachers, staff, and school administrators have provided feedback at many of the events listed below and also through the Network-wide surveys and individual empathy interviews conducted at the network level to reconnect with teachers and ensure their concerns are addressed.

Students provide feedback to their classroom teachers and also in the 3rd party independent survey given twice during the school year.

Cafecitos: Once a month

ELAC Meetings: October 6, November 3, February 23, 2022

Parent Workshops: 10/21/21, 11/18/21, 2/17/2022, 3/24/22, 4/28/22

LCAP Overview Meeting for Staff and Parents: March 2,2022

SELPA review: June 2022

Voices College-Bound Language Academy at West Contra Costa evaluated its educational partner engagement opportunities and determined tribes, civil rights organizations, foster youth, and children who are neither present nor served by Voices College-Bound Language Academy at West Contra Costa. Likewise,Voices College-Bound Language Academy at West Contra Costa teachers and personnel are not represented by a local bargaining unit.

A summary of the feedback provided by specific educational partners.

Parents

Strengths: Families feel more positive about school climate than they did at the beginning of the year moving into a new facility.

Needs: More opportunities for enrichment activities outside of what is currently offered. Hope for a Principal for next year.

Teachers/Staff/Administrators express that the school should continue investing in retaining highest performing teachers and staff. Developing the upcoming middle school's advisory and social emotional curriculum. Teachers need understanding of the developmental changes as students grow older, both for behavior strategies but also how to differentiate and provide one-on-one support as the grades get higher and the academic content grows.

Empathy interviews and coaching check-ins are a way to gather feedback for what PD teachers may want. Observations and data also guide our decisions. Teachers requested someone guiding them in how to do mid-day block protocols effectively. There was a request for more guided reading PD, and another request to return to topics touched upon during summer professional development so there could be a series of trainings rather than just one. There was positive feedback on monthly preparation days, facilitated by more experienced teachers, and the use of facilitated planning days for more open planning time.

Students: A 3rd party independent survey given twice during the school year has also indicated that while 4th and 5th graders surveyed conveyed that supportive relationships are strong with 84% responding favorably, student engagement is an area of growth as only 46% of 4th and 5th graders surveyed responded favorably. Almost 1.5 years of distance learning due to the COVID-19 pandemic has led to some students reporting that they are feeling disengaged with school despite knowing their teachers care for them. This time away from in-person learning has resulted in a need for students to learn (lower grades) and rebuild (upper grades) social skills. Students need to rediscover the joy in school once more and a focus on their social emotional well being in addition to academics will help us accelerate learning for them longer term. Restorative Practice and SEL training was conducted with instructional staff, support staff and Administrative staff. Additional staff and training is still needed.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Feedback from our educational partners was carefully considered and incorporated into the LCAP in the following areas:

- Goal 1, Action 1 Systematic ELD and SIOP Teacher Training is continuing in response to teachers and school leaders requesting additional training and support with implementing English Language Development (ELD) and language learner strategies.
- Goal 2, Action 6 The Student Services Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for Special Education teachers and associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. Having a point person on the team to track data and support with coaching of teachers will help us stay focused on this subgroup as a priority for the coming years. This

action was continued based on feedback from teachers, staff, and school administrators about the need for further support with differentiation strategies to support students with special needs.

- Goal 2, Action 9 Small class sizes, teacher recruitment & retention was added in response to feedback from teachers, staff, and administrators about the need to continue investing in retention of teachers and staff.
- Goal 3, Action 2 Enrichment Activities and Advisory Curriculum was modified based on student survey data indicating teacher-student relationships in the 6th-8th grades is an area of growth. We will continue to use the ToolBox SEL Curriculum. The Advisory/Student Council referred to as Grupo Estudiantil for Voices Middle School students will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas.

Goals and Actions

Goal

Goal #	Description
1	Promote the achievement of all students, and particularly for English Language Learners by providing designated and integrated ELD training to ensure all students have language learning supports in our dual-immersion model. (Priority 2, 4A, 4C, 4D, 8)

An explanation of why the LEA has developed this goal.

A large percentage of our population is made up of English Language Learners (ELs) and all of our students are language learners in our dual-immersion program. The majority of our students who are ELs also fall into our SED subgroup. Internal interim math and ELA assessments show that when we pull our English Learners in comparison to RFEP and English Only students, our ELs proficiency is much lower than the overall population. Teachers and school leaders have also requested additional training and support with implementing English Language Development (ELD) and language learner strategies.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (Overall performance in SBAC) for all students and all	2020-21 12% of 3rd and 4th grade students met reached high average scores on MAP ELA 31% of 2nd graders met Proficiency on interim assessment in ELA	No CAASPP data for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)			All Students - 35% standard met or exceeded on SBAC ELA (subgroups below) Hispanic - 30% English Learners 30% Socioeconomically Disadvantaged - 30%

numerically significant subgroups					Students with Disabilities 30% Data Year: 2022-23 Data Source: CA Dashboard
CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for Math (Overall performance in SBAC) for all students and all numerically significant subgroups	2020-21 6% of 3rd and 4th grade students met reached high average scores on MAP math 62% of 2nd graders met Proficiency on interim assessment in Math	No CAASPP data for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)			All Students - 35% standard met or exceeded on SBAC math (subgroups below) Hispanic - 30% English Learners 30% Socioeconomically Disadvantaged - 30% Students with Disabilities 30% Data Year: 2022-23 Data Source: CA Dashboard
CA School Dashboard and DataQuest ELPAC Summative- English Learner Progress Indicator (ELPI)	2019 CA Dashboard 60.7%	2020-21 ELPI not reported % of Students earning 3 or 4 on ELPAC: 40%			60% of English language learners progress at least one level or maintain Data Year: 2022-23

The percentage of current English Learner students who progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4					Data Source: CA Dashboard
DataQuest Percentage of students redesignated Fluent-English Proficient since last census	19-20 3.8% reclassification rate	20-21 0.9% Reclassification Rate			10% reflassiciation rate Data Year: 2022-23 Data Source: Dataquest

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Systematic ELD and SIOP Teacher Training	If we train all of our K-5 teachers in both Systematic ELD (by EL Achieve) and the Sheltered Instruction Observation Protocol (SIOP) models then all of our teachers will increase their knowledge of language learner strategies. This will result in teachers making the best instructional moves for language learners throughout our day (for both Spanish and English learners per our dual immersion model) which is needed based on our current EL subgroup data.	$8,200	N
Action 2	ELPAC administration	If we train our associate teachers to proctor initial and summative ELPAC then we are able to have data to review with teachers during ELD training, make student groups for designated ELD and address EL gaps via instruction. This will result in more targeted instruction for English Learners in both designated and integrated ELD based on their	$2,000	N

		proficiency, strengths and development because currently our data shows we can improve our instruction of ELs.		

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned, except for SIOP Training due to not having a regular principal or instructional coach this year. The Systematic ELD actions were executed in the summer.

In regards to success, the ELPAC was administered with support of student services managers and Associate Teachers and Teachers for the first time.

One major challenge was that of scheduling and prioritizing with the challenges and changes of COVID. Staffing was a challenge for the first half of the year, so the team was not able to have a midday block of time for professional development and assessing teacher needs and support. The team utilized collaborative planning time instead of structured PD this year for the majority of the mid-day block.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material difference in Action 1 Systematic ELD and SIOP Teacher Training was due to not being able to provide the SIOP training this year.

An explanation of how effective the specific actions were in making progress toward the goal.

The SIOP Teacher Training actions were not successful because they were not able to be implemented as planned.

The actions of Systematic ELD and ELPAC administration were all effective in impacting the English Learner Progress Indicator (ELPI) ELPI, as, while this was not reported for 2020-21, 40% of students achieved a score of 3 or 4 on the ELPAC. These actions were somewhat effective in achieving a 0.9% reclassification rate for students redesignated Fluent-English Proficient since the last census. The effectiveness of these actions on the percentage of current English Learner students who progressed at least one English Learner Progress Indicator level or maintained ELPI Level 4 (DataQuest), is unknown due to no data available.

Due to the 2020 and 2021 CA Dashboards not being produced and VOICES students not participating in 2021 CAASPP testing due to the pandemic, there is a lack of data to determine the effectiveness of these actions in promoting the achievement of all students, particularly for English Language Learners.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school is not making any changes to the planned goal, desired outcomes, or actions for the coming year based on the reflections on prior practice.

The metrics for all CAASPP data were modified to include “for all students and all numerically significant subgroups” to ensure it is clear that the school is tracking the outcomes for each of these groups.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 2

Goal #	Description
2	Improve students proficiency and growth in key content areas, school-wide and for all subgroups by ensuring students and teachers have access to standards-aligned materials and supporting teachers with data-driven instruction that responds to specific student needs with Tiered Supports (1B, 2, 7, 8)

An explanation of why the LEA has developed this goal.

Two subgroups of concern with academic achievement are students with disabilities and socioeconomically disadvantaged students, particularly in ELA. Our internal reading and math interim assessment data shows that while most students with disabilities are performing similarly to their general population counterparts in math, our students with disabilities are still having challenges in reading comprehension and writing assignments with grade-level texts. Special education staff and general education teachers and associate teachers have both requested support with differentiation strategies in the classroom following a year of focusing on inclusion and co-teaching strategies (done in 2018-19). We will continue to build on that knowledge. Our response to COVID-19 pandemic and distance learning also helped us realize how key our associate teachers were in supporting students and mitigating learning loss. Associate teachers and their training proved invaluable to helping us make progress with our students and will be even more vital as we look to come back to school in person and close an even wider gap for socio-economically disadvantaged students, students of color, English Learners and students with special needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Internal Math Assessment K-5 in Benchmark 2: % proficient	60% of students proficient in 20-21	45% of students proficient in March 2022 Data Source: Local Assessment Data			65% of students meet proficiency in Benchmark 2 Data Year: 2023-24 Data Source: Local Assessment Data
Internal ELA Assessment 2-5 in	21% of students proficient in 20-21	24% of students proficient in March 2022			30% of students meet proficiency in Benchmark 2

Benchmark 2: % proficient		Data Source: Local Assessment Data			Data Year: 2023-24 Data Source: Local Assessment Data
ELA MAP Assessment Growth Goals: % meeting growth goal	Data not available	36% Students meeting Spring to Spring Growth Targets Data Year: 2021-22 Data Source: Local Assessment Data			55% of students meet their growth goals in ELA based on MAP Reading Data Year: 2023-24 Data Source: Local Assessment Data
Math MAP Assessment Growth Goals: % meeting growth goal	Data not available	56% Students meeting Spring to Spring Growth Targets Data Year: 2021-22 Data Source: Local Assessment Data			55% of students meet their growth goals in math based on MAP mathematics assessment Data Year: 2023-24 Data Source: Local Assessment Data
% of teachers receive academic content and performance standards professional development	2020-21 100% of teachers receive academic content and performance standards professional development	2021-22 100% of teachers receive academic content and performance standards professional development			100% of teachers receive academic content and performance standards professional development Data Year: 2023-24

		Data Year: 2021-22 Data Source: Local Professional Development calendar			Data Source: Local Professional Development calendar
% of students have access to standards-aligned materials for use at home and at school	2020-21 100% of students have access to standards-aligned materials	100% of students have access to standards-aligned materials for use at home and at school Data Year: 2021-22 Data Source: Curriculum and Assessment inventory/ procurement list			100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Data Source: Curriculum and Assessment inventory/ procurement list
CA Science Test (CAST) % of students meeting/exceeding standards for all students and all numerically significant subgroups (added in 2022)	No CAST data until 2022 with first group of 5th graders	N/A (metric added in 2022)			TBD once baseline established Data Year: 2022-23 Data Source: Dataquest

Actions

Action #	Title	Description	Total Funds	Contributing
Action 1	Benchmark Assessment Licenses and Screeners	If we purchase benchmark assessment licenses and systems (such as Illuminate, NWEA/MAP, STAR/Renaissance, LAS Links, Achievement Network interims, Illuminate), we will have the data on how our subgroups are performing in ELA and math at the start of the year and three additional times throughout the year. We can then use this data to reflect on instruction and drive instruction for small groups, specific students or the whole group supports. We will purchase a PKRS kindergarten screener test to determine which incoming students may already need interventions, class supports, student success team support or additional tests. We can identify students with special needs early on.	$20,740	Y
Action 2	Standards Aligned Core Curriculum	By purchasing curriculum for ELA (EL Education and Navigator Literature), we are providing all students with access to high-quality complex grade-level work, especially unduplicated students. Much of the curriculum includes strategies for subgroups, including ELs. This will help us stay focused on both the work of meeting students where they are at but also accelerating students' achievement by focusing on grade-level work. Curriculum includes both student and teacher materials.	$14,585	N
Action 3	Staff Coaching support	If we provide staff with coaching support through a full-time coach in addition to a principal who also coaches, we can support teachers with their data-analysis skills during data meetings, with professional development and coaching/observations, with their engagement techniques with real-time coaching and help them plan for small group reteach, tier 1 and tier 2 strategies or specific student needs. This will help us increase academic achievement for all students, but in particular for students with special needs and socioeconomically disadvantaged students.	$237,947	Y

Action 4	Associate teachers (Title I)	Provide associate teachers in primary grades in order to provide academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, by providing daily enrichment to students. This creates more adult:student ratios and differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	$190,941	Y
Action 5	Technology and programs for adaptive intervention programs	If the school purchases additional classroom technology such as student laptops and iPads and additional programs for blended learning, these resources will allow us to provide targeted intervention lessons to students in ELA and math. These programs may include Dreambox, Achieve3000/SmartyAnts and their associated professional development costs. Students will use these programs during centers or independent learning times while teachers work with small groups so that all students are continuing to receive instruction at their level in addition to grade-level content. Small group and personalized instruction will support English learners, Socioeconomically disadvantaged students, as well as students with disabilities.	$51,869	Y
Action 6	Formative assessment programs	If we purchase informal assessment and participation systems (such as GoFormative), we will have daily and weekly data to review in data meetings. We can then use this data to reflect on instruction in smaller cycles and impact instruction for small groups and specific students. Our associate teachers, special education teachers and general education teachers can work to pull small groups.	$3,000	N
Action 7	Student Services Manager	The Student Service Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.) The SSM also coordinates professional development for Special Education teachers and	$114,030	N

		associate teachers. They do walkthroughs of our inclusion program as well and provide feedback to all teachers regarding their intervention strategies. Having a point person on the team to track data and support with coaching of teachers will help us stay focused on this subgroup as a priority for the coming years.		
Action 8	LAS Links administration	If we purchase and train our associate teachers to proctor LAS Links (Spanish language proficiency) to measure spanish language development our teachers will have data to know where their students all land in terms of language development. They can then modify lessons or better integrate language learner strategies in specific Spanish language or content area lessons.	$2,000	N
Action 9	Small class sizes, teacher recruitment & retention	If we provide small class sizes and invest in teacher recruitment and retention by providing bonuses and raises to ensure a competitive compensation package, we will be able to employ and retain highly qualified teachers who will be able to provide more individualized instruction for students resulting in higher outcomes in student achievement.	$277,686	Y

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned, except for not having an Instructional Coach and Associate Teacher in Kindergarten or 1st grade due to staffing challenges. There were a total of five vacant Associate Teacher positions this year. The school also did not purchase the Formative Assessment program because students had returned to in-person instruction and teachers decided they would prefer to provide paper based exit tickets instead.

Successes this year include the addition of one additional benchmark cycle (4 total) to provide a baseline after distance learning in October. This baseline enabled the team to respond faster to emerging student needs. Despite staffing challenges, the team was able to use a half day in November with support for how to respond to the data. Professional Development continued on a regular schedule with assessment, reflection, planning, instruction, and execution. Additionally, the team utilized the ROCI cycle (data analysis) and Day of Practice training to push the priority forward, which was about rowing together with best practices around data and managing teacher energy during a difficult

year. In addition, facilitated planning days were used to give teachers needed prep time, or in order to collaborate around best practices. Throughout the year, teachers shared how they would use Achieve 3000 or Dreambox for independent work time in person or through virtual learning while students were in quarantine. The Student Services Manager has provided extremely helpful support for teachers throughout the year and has supported behavioral coaching that teachers appreciated.

The biggest challenge was due to staffing challenges, and therefore, the team did not have instructional coaching except from the principal substitute or Academic Team Z representative. Teachers were craving support, development, and a culture of accountability. New teachers needed additional support through observation and coaching. The academic team from the central office did step in to provide biweekly support and the academic team led the ROCI cycles for data analysis.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Estimated Actual Expenditures for Action 2 Standards-Aligned Core Curriculum was more than budgeted due to the need to purchase additional curricular resources to support in-person instruction. The Estimated Actual Expenditures for the Action 3 Staff Coaching Support and Action 4 Associate Teachers in grades K-4 action were less than budgeted due to the inability to staff positions. Action 6 Formative Assessments were less than budgeted due to being back for in person instruction and needing fewer digital resources. Teachers preferred to use verbal or paper based exit tickets for formative assessment this year.

An explanation of how effective the specific actions were in making progress toward the goal.

The action of Staff Coaching support was somewhat effective in 100% of teachers receiving academic content and performance standards professional development. Without the support of the dedicated instructional coach teachers did not receive the depth of professional development that was planned for.

Also, the Standards Aligned Core Curriculum action was effective in achieving 100% of students with access to standards-aligned materials.

The actions of Benchmark Assessment Licenses and Screeners, Associate teachers in grades K-4, Technology and programs for adaptive intervention programs, Formative assessment programs, Student Services Manager, and LAS Links administration worked together to achieve a high level of effectiveness with 45% of students proficient in 21-22 on the Internal Math Assessment K-8 in Benchmark 2, compared to the 29% proficient three months prior on Benchmark 1. There is also effectiveness of these actions evidenced by ELA achievement with 24% of students proficient in 21-22 on the Internal ELA Assessment 2-8 in Benchmark 2, compared to 14% at Benchmark 1. Additionally, these actions were effective in achieving 36% of ELA MAP Assessment Growth Goals and 56% MathMAP Assessment Growth Goals.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 5 Technology and programs for adaptive intervention programs was modified to describe how this action increases services to unduplicated pupils.

Action 9 Small class sizes, teacher recruitment & retention was added due to a significant investment in this area for next year which we believe is crucial for increasing student achievement outcomes.

All of the metrics language were modified to ensure they clearly describe what is being measured instead of the source of the data.

The metric CA Science Test (CAST) % of students meeting/exceeding standards for all students and all numerically significant subgroups was added to ensure we track student outcomes in Science when the data becomes available.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 3

Goal #	Description
3	Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community. (1C,3A,3B, 5A, 5B, 5C, 6A, 6B, 6C, 7, 8)

An explanation of why the LEA has developed this goal.

Based on an internal tracking system, overall attendance goals were not met confirming this is an area needing improvement. Additionally, chronic absenteeism is an area needing improvement as the 2021-22 school year suffered the impact of the pandemic and students needing to quarantine at home due to being identified as close contacts and then not completing the work required to count for independent study attendance. In addition to the Covid protocol of needing a completed health screening to attend school resulting in parents/guardians keeping students home if any concerning symptom was noted. Internal data tracking and observations, and family input indicate that student engagement is an area to address.

A 3rd party independent survey given twice during the school year has also indicated that while 4th and 5th graders surveyed conveyed that supportive relationships are strong with 84% responding favorably, student engagement is an area of growth as only 46% of 4th and 5th graders surveyed responded favorably. Almost 1.5 years of distance learning due to the COVID-19 pandemic has led to some students reporting that they are feeling disengaged with school despite knowing their teachers care for them. This time away from in-person learning has resulted in a need for students to learn (lower grades) and rebuild (upper grades) social skills. Students need to rediscover the joy in school once more and a focus on their social emotional well being in addition to academics will help us accelerate learning for them longer term. Restorative Practice and SEL training was conducted with instructional staff, support staff and Administrative staff. Additional staff and training is still needed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of families responding to survey	92% survey response	51.7% survey response			At least 70% of parents/ guardians will participate in the post Annual

# of parents attending LCAP meetings	No baseline (sign in sheet) parents/guardian participation LCAP meetings	Due to Covid protocols all meeting were conducting virtually Data Year: 2021-22 Data Source: Local Surveys and Sign-in sheets			Family-School Relationships survey. Parent/guardian attendance at LCAP meetings will increase year over year. Data Year: 2023-24 Data Source: Local Surveys and Sign-in sheets
% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or parent education class	No baseline	Due to Covid protocols all meeting were conducting virtually Network-wide Parent/Guardian Ed Series - workshop dates: 10/21, 11/18, 2/17, 3/24, 4/28 Data Year: 2021-22 Data Source: Sign-in sheets and training dates			At least 70% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or parent education class Data Year: 2023-24 Data Source: Sign-in sheets and training dates

Average daily attendance rates as of **May 2nd** (P2)	19-20 data (due to pandemic closure) ALL 88.05% ELs 89.42% SED on red 88.81%	ALL 84.35% ELs 84.68% SED 85.28% Data Year: 2021-22 Data Source: SIS			Maintain an attendance rate of ≥ 95% for All students Attendance rate of ≥ 95% for ELs Attendance rate of ≥ 95% for low SES Data Year: 2023-24 Data Source: Local
Chronic Absenteeism rate for all students and all numerically significant subgroups	18-19 data from 2019 CA Dashboard (due to pandemic closure) All: -22.8% EL: 17% Hispanic: 21.2% Socioeconomically Disadvantaged: 25%	All: 21.8% EL: 19.7% Hispanic: 22.2% SED: 24.7% Source: DataQuest Data Year: 2020-21			All <10% EL <10% Hispanic <10% Socioeconomically Disadvantaged <10% Students with Disabilities < 10% Data Year: 2022-23 Data Source: Dataquest
Middle School Dropout Rate	N/A	N/A			Voices will maintain a middle school dropout rate of ≤2% Data Year: 2022-23 Data Source: CALPADS 8.1C

Percentage of Student Suspended for all students and numerically significant subgroups	All - 0% Students with Disabilities 0% Data Year: 2019-20	All - 0% Students with Disabilities - 0% Source: DataQuest Suspension Data Year: 2020-21			Maintain a low student suspension rate of ≤5% for all students Maintain a low student suspension rate of ≤5% for Students with disabilities Data Year: 2022-23 Data Source: Dataquest
Student Expulsion Rate for all students and numerically significant subgroups	0%	0% Source: DataQuest Expulsion Data Year: 2020-21			Maintain a low expulsion rate of ≤1% Data Year: 2022-23 Data Source: Dataquest
% of students grades 4-8 responding favorably to survey Sense of Belonging section*	67% of 4th grade students responded favorably	50% of 4th and 5th grade students responded favorably Data Year: 2021-22 Data Source: Local			At least 70% of students respond favorably Data Year: 2023-24 Data Source: Local

% of parents/guardians responded favorably to school safety question	92% of parents/guardians responded favorably	82% of parents/guardians responded favorably Data Year: 2021-22 Data Source: Local			At least 80% of parents/guardians will respond favorably to the school safety survey question Data Year: 2023-24 Data Source: Local
% of students enrolled in a Broad course of study including unduplicated pupils and students with exceptional needs	100%	100% Data Year: 2021-22 Data Source: Local			100% Data Year: 2023-24 Data Source: Local
Walk-through Safety Tool*	At least 4 walkthroughs per year	2 walkthroughs conducted Data Year: 2021-22 Data Source: Local			At least 4 walkthroughs per year Data Year: 2023-24 Data Source: Local
Overall Facilities Inspection Rating (added in 2022)	TBD Data Year: 2021-22 Data Source: Local	N/A (added in 2022)			Good Data Year: 2023-24 Data Source: SARC

Actions

Action #	Title	Description	Total Funds	Contributing

Action 1	Dean of Culture	Voices will hire and retain a Dean of Culture that promotes an engaging, positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional supports and oversee enrichment programs at the school for K-5.The Dean of Culture will provide parent/guardian education. This action is principally directed towards parents/guardians of unduplicated students, resulting in improved student success particularly for SED and EL students.	$100,396	Y
Action 2	Enrichment Activities and Advisory Curriculum	Voices will purchase enrichment activities and supplies for students and a SEL curriculum for all students. This includes CCSS aligned arts enrichment curriculum licensing and materials, as well as physical activity programs such as dance enrichment and ToolBox Curriculum. Advisory/Student Council referred to as Grupo Estudiantil for Voices Middle School students (6th grade thru 8th) will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas.	$23,570	N
Action 3	Engaging Supplemental Technology	Voices will purchase programs to be used by students and teachers which promote student participation and engagement regardless of virtual or in-person instruction. These programs for purchase, such as NearPod, or PearDeck premium, will allow teachers to continue to use engagement strategies from 20-21 in class. We will also build on the success of distance learning by continuing to integrate these programs for all students.	$0	N
Action 4	Facility Maintenance	Voices will maintain a safe and clean school facility and environment for students. Custodians will continue to clean our facility regularly, and be available for any resurgence of the COVID-19 virus. We will continue to maintain our facility in good repair. Identified issues or needs will be tracked via the wok order process and will be completed in a timely manner	$684,305	N
Action 5	Admin Support Staff	School staff conduct regular walk-throughs of the school facility and assure repairs are made in a timely manner.	$125,043	N

		The Business Manager will concentrate time on school attendance and reporting.		

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned, except for Near Pod and PearDeck not being used as expected this year with in person learning. Successes include the Dean of Culture created an enrichment schedule with community and restorative circles, arts projects, structured play, and bullying prevention, she also supported teachers with behavior management in their classrooms. After the Dean of Culture created the enrichment schedule, the Business Manager and Clerk ensure appropriate staffing schedules to implement the schedule. The Chief Culture Officer Culture with support of the Dean of Culture provided restorative practice/justice trainings in November and December for all teachers, associate teachers, support staff and administrators which focused on best practices for using positive reinforcements, social emotional learning and restorative practices.

The interior walls were painted and decorated, creating a vibrant and welcoming environment.

Challenges this year included working at the new school site where there were some issues with maintenance and the need to do some repairs, including fixing a leaky roof and attending to heater malfunctions. Attendance was a challenge this year due to pandemic related issues. A teacher stepped into the Dean of Culture role in November and while this staffing change was initially a challenge, the teachers found it helpful to have one of their own fellow teachers step into that role, as they understood their perspectives and it helped create a supportive environment. An additional challenge was that we were unable to conduct school meetings or events in person with families making it more difficult to connect beyond a virtual setting.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Estimated Actual Expenditures for Action 2 Dean of Culture were less than budgeted due to fluctuations in staffing costs due to turnover. The expenditures for Action 4 Engaging Supplemental Technology were less than budgeted because teachers did not need to use Near Pod and PearDeck as expected this year because students were back for in person learning. The expenditures for Action 6 Admin Support Staff were higher than budgeted due to support staff needing to fill in and provide support that would have been provided by others in positions that could not be filled.

An explanation of how effective the specific actions were in making progress toward the goal.

The Dean of Culture's effectiveness is evidenced by family survey data showing a sense of minimum barriers to engagement with the school and school safety as 81% responded favorably to barriers to engagement and 78% to school safety.

The Facility Maintenance and Admin Support staff actions were effective at conducting at least 4 walkthroughs per year and ensuring the school facility is in good repair.

The Engaging Supplemental Technology action's effectiveness is unclear because it was only partially implemented due to the return to full in-person instruction.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

All of the metrics for this goal where local data was being provided and state data is available were switched to use state data going forward in order to ensure all partners are using the same data sources to analyze outcomes. All metrics language has been modified to ensure that what is being measured is being described instead of the tool being used to measure it. The metric "% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or parent education class" added "and pupils with exceptional needs to ensure the school is measuring the degree to which the above actions are supporting the parents of these students as well.

The metric "% of students enrolled in a Broad course of study including unduplicated pupils and students with exceptional needs" added students with exceptional needs to highlight that we have a 100% inclusive program with all enrolled students having access to the same courses and accommodations provided when necessary for students to access the content of the course.

The Walk-through Safety Tool metric was removed and replaced with Overall Facilities rating to ensure the adequacy of our school facilities are being tracked and reported. The Middle School Engagement action has been removed due to difficulty filling those positions this year and reduced funding availability for these positions next year.

Action 2 Enrichment Activities and Advisory Curriculum has been modified to include, "Advisory/Student Council referred to as Grupo Estudiantil for Voices Middle School students will ensure we are teaching self-management skills to our adolescent students and create more teacher-student relationships outside of traditional academic areas." in response to student survey data showing a lack of connection to the school community.

Action 3 Engaging Supplemental Technology will remain despite the fact that it was not fully implemented this year and there is no budgeted expenditures for the action in 2022-23 in case there is a need to return to distance learning and funding needs to be allocated to this action during the year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 4

Goal #	Description
4	Voices Academy will recruit and maintain highly qualified teachers who are committed to the Voices Vision and mission who will deliver high-quality Common Core standard based instruction. (Priority 1A, 6C)

An explanation of why the LEA has developed this goal.

We serve a traditionally underserved low-income, Latino and English Learners student population. This group has been hit particularly hard with COVID-19 pandemic related learning loss. While we were able to provide a strong virtual and hybrid program in 2020-21, research and our own internal data has shown that students did not make great growth. In particular, our K-1 students have faced challenges in literacy instruction online and we expect that we will need highly-trained teachers to support this learning loss. We want to make sure our teachers have the mindset, will and skill necessary to tackle the challenges of post-pandemic education and who can help us reach positive student outcomes. Coupled with the California teacher shortage before COVID-19, and that many educators are leaving the profession after a year of distance learning, we foresee a challenge in being able to fill these roles. We know pandemic related learning loss will have an impact on students in the years to come as well, and the more we can develop and retain highly-qualified, mission-driven teachers, the better for our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Properly credentialed teachers complete induction program	2020-21 100 % Eligible Teacher complete induction program within eligibility period	100 % Eligible Teacher complete induction program within eligibility period Data Year: 2021-22 Data Source: Voices BTSA list			100 % Eligible Teacher complete induction program within eligibility period Data Year: 2023-24 Data Source: Voices BTSA list

Percentage of properly credentialed teachers	100% teachers with appropriate permit or waiver credential	Data release by the CDE delayed. Data Source: SARC			100% teachers with appropriate permit or waiver credential Data Year: TBD Data Source: SARC

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction Program	Continue to implement the induction program for new teachers.	$3,500	N
2	Credential Monitoring	Continue to review teacher assignments each quarter, to ensure that they are appropriately credentialed	$16,988	N
3	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	$694,268	N
4	Summer Professional Development	If we provide high-quality summer training on our academic program and mission/vision, our teachers will have the skills and a clear why as to the work. This will set them up for a strong start with students in the fall, and coaches can return to this training as a foundation for coaching teachers.	$3,300	N
5	School Leader Training	If we train our school leaders in English Learner practices and support them in implementation, they will be better equipped to coach teachers in English learner strategies.	$5,000	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes included providing a full month of onboarding, training, and development for new teachers in the summer, which the new teachers reported being helpful to their success and growth. The teacher and instructional leader August Retreat allowed for the team to refresh and reconnect as everyone was hopeful in returning to in person learning.

Challenges were mainly due to not having a principal due to staffing shortages. This made it hard for staff to get questions answered. When teachers expressed the desire for more support, the network team revised their support structure to ensure the teachers had a regular schedule of support.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1 Induction program expenditures were lower than budgeted due to fewer teachers needing to participate in the Induction program than projected. Action 2 Credential Monitoring expenditures were higher than budgeted due to increased staffing costs for that position. Action 4 Summer Professional Development was less than budgeted due to fewer than projected teacher participants. Action 5 School Leader Training expenditures were higher than budgeted due to the change in professional development topic and provider based on staff needs.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions of Induction Program, Credential Monitoring, Highly qualified teachers, and Summer Professional Development were highly effective in achieving 100% completing the induction program, as well as 85% retention of instructional staff. The effectiveness of the School Leader Training is unclear because it was not implemented as planned this year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The school is not making any changes to the planned goal, desired outcomes, or actions for the coming year based on the reflections on prior practice.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$681,547	$56,589

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.29%	0%	$0	25.29%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs

In reviewing the 2019 ELA and Math performance of our English Learners and socioeconomically disadvantaged students, we find that there was no CA Dashboard data provided for our young school. We had High performance in 2019 on the English Learner Progress Indicator, with 60.7% of students making progress towards English language proficiency. In 2021, the English Learner Progress Indicator was not produced by the CDE. On the ELPAC 40% of our English Learners scored at Levels 3 or 4. In 2020-21, the English Learner reclassification rate decreased to 0.9%

Actions

Based on a review of data, we have designed the 2022 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have selected a variety of curricular and instructional resources, supported by appropriate technology, that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance skills. This is coupled with a comprehensive assessment system that monitors student progress towards meeting grade level standards and informs our comprehensive system of academic support. The academic support begins with small class sizes supplemented with Associate Teachers further reducing the student to teacher ratios in our primary grade classrooms and allowing for more individualized attention and instruction for students. We have invested in recruiting and retaining our high-quality teachers this year to ensure our students' needs continue to be met with the best personnel available. All of our teachers receive coaching support to ensure they can use the most effective teaching strategies for our highest need students, whether those are students significantly behind, those with special needs, English learners, foster youth or students of low economic status..

Goal 2, Action 1 Benchmark Assessment Licenses and Screeners

Goal 2, Action 3 Staff Coaching support

Goal 2 , Action 4 Associate teachers

Goal 2, Action 5 Technology and programs for adaptive intervention programs

Goal 2, Action 9 Small Class Sizes, teacher recruitment & retention

Goal 3, Action 1 Dean of Culture

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, and Reclassification rates. Current targets aim growth within the next two years for both ELA and Math (see expected outcomes in Goal 1), and growth in the English Learner Progress Indicator to 55% and to increase our reclassification rate to 10%. We plan to use interim assessment data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

We have no CA Dashboard data to reflect upon. In 2020-21, the Chronic Absence rate for English learners was 19.7% and for Socioeconomically disadvantaged students 24.7%. In 2021-22, 82% of parents indicated that they feel their child is safe at school.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both holistically and academically. Key components of these additional efforts include providing a Dean of Culture who promotes an engaging,

positive and safe school culture and environment that will maintain desired attendance and student engagement. The Dean of Culture will train staff on the use of our social emotional Curriculum and oversee enrichment programs at the school. The Dean of Culture will provide parent education. This action is principally directed towards parents of unduplicated students, resulting in improved student success particularly for SED and EL students.

Goal 3, Action 1 Dean of Culture

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the Voices Wcc school community. We will also measure progress toward a high attendance and low chronic absenteeism (see above).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Voices College-Bound Language Academy at West Contra Costa is increasing services for foster youth, English Learners, and low-income students 28.9% through the following LEA-wide actions:

Goal 2, Action 1 Benchmark Assessment Licenses and Screeners $14,585 = 0.54%

Goal 2, Action 3 Staff Coaching support $237,947 = 8.83%

Goal 2 , Action 4 Associate teachers $114,565 = 4.25%

Goal 2, Action 5 Technology and programs for adaptive intervention programs $33,669 = 1.25%

Goal 2, Action 9 Small Class Sizes, teacher recruitment & retention $277,686 = 10.30%

Goal 3, Action 1 Dean of Culture $100,396 = 3.73%

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Voices College-Bound Language Academy at West Contra Costa is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following action(s):

Goal 2 , Action 4 Associate teachers $114,565

Provide associate teachers in primary grades in order to provide academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, by providing daily enrichment to students. This creates more adult:student ratios and differentiated learning for all students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	Voices College-Bound Language Academy at West Contra Costa Ratio 1:15
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Voices College-Bound Language Academy at West Contra Costa Ratio 1:20

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,434,791	$ 5,500	$ -	$ 368,824	2,809,115	$ 1,827,377	$ 981,738

Goal #	Action #	Action Title	Student Group (s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Systematic ELD and SIOP Teacher Training	All	$ 2,000	$ -	$ -	$ -	$ 2,000
1	2	ELPAC Administration	All	$ 20,740	$ -	$ -	$ -	$ 20,740
2	1	Benchmark Assessments Licenses and Screeners	All	$ 14,585	$ -	$ -	$ -	$ 14,585
2	2	Standards Aligned Core Curriculum	All	$ 237,947	$ -	$ -	$ -	$ 237,947
2	3	Staff Coaching Support	All	$ 237,947	$ -	$ -	$ -	$ 237,947
2	4	Associate teachers (Title I)	All	$ 114,565	$ -	$ -	$ 76,376	$ 190,941
2	5	Technology and programs for adaptive intervention programs	All and SWD	$ 33,669	$ -	$ -	$ 18,200	$ 51,869
2	6	Formative Assessment Programs	All	$ 3,000	$ -	$ -	$ -	$ 3,000
2	7	Student Services Manager	All and SWD	$ 114,030	$ -	$ -	$ -	$ 114,030
2	8	LAS Links administration	All	$ -	$ 2,000	$ -	$ -	$ 2,000
2	9	Small class sizes, teacher recruitment & retention	All	$ 277,686	$ -	$ -	$ -	$ 277,686
3	1	Dean of Culture	All	$ 100,396	$ -	$ -	$ -	$ 100,396
3	2	Enrichment Activities and Advisory Curriculum	All	$ 23,570	$ -	$ -	$ -	$ 23,570
3	3	Engaging Supplemental Technology	All	$ -	$ -	$ -	$ -	$ -
3	4	Facility Maintanence	All	$ 612,827	$ -	$ -	$ 71,478	$ 684,305
3	5	Admin Support Staff	All	$ -	$ -	$ -	$ 125,043	$ 125,043
4	1	Induction Program	All	$ -	$ 3,500	$ -	$ -	$ 3,500
4	2	Credential Monitoring	All	$ 16,988	$ -	$ -	$ -	$ 16,988
4	3	Highly Qualified teachers	All	$ 624,841	$ -	$ -	$ 69,427	$ 694,268

4	4	Summer Professional Development	All	$ -	$ -	$ -	$ 3,300	$ 3,300
4	5	School Leader Training	All	$ -	$ -	$ -	$ 5,000	$ 5,000
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -
				$ -	$ -	$ -	$ -	$ -

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,694,714	$ 681,547	25.29%	0.00%	25.29%	$ 778,848	0.00%	28.90%	**Total:**	$ 778,848
								LEA-wide	$ 778,848
								Limited Total:	$ -
								Schoolwide	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	1	Benchmark Assessments Licenses and Screeners	Yes	LEA-wide	All	All Schools	$ 14,585	0.00%
2	3	Staff Coaching Support	Yes	LEA-wide	All	All Schools	$ 237,947	0.00%
2	4	Associate teachers (Title I)	Yes	LEA-wide	All	All Schools	$ 114,565	0.00%
2	5	Technology and programs for adaptive intervention progr	Yes	LEA-wide	All	All Schools	$ 33,669	0.00%
2	9	Small class sizes, teacher recruitment & retention	Yes	LEA-wide	N/A	All Schools	$ 277,686	0.00%
3	1	Dean of Culture	Yes	LEA-wide	All	All Schools	$ 100,396	0.00%

2021-22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,324,249.00	$ 1,989,544.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic ELD and SIOP Teacher Training	Yes	$ 6,192	$4,500
1	2	ELPAC administration	Yes	$ 2,000	$2,000
2	1	Benchmark Assessment Licenses and Screeners	No	$ 21,640	$20,013
2	2	Standards Aligned Core Curriculum	Yes	$ 14,350	$37,505
2	3	Staff Coaching support	Yes	$ 209,733	$12,370
2	4	Associate teachers in grades K-4 (Title I)	Yes	$ 288,474	$125,906
2	5	Technology and programs for adaptive intervention programs	Yes	$ 178,468	$179,152
2	6	Formative assessment programs	No	$ 3,100	$0
2	7	Student Services Manager	No	$ 94,770	$100,644
2	8	LAS Links administration	No	$ 3,492	$3,492
3	1	Dean of Culture	Yes	$ 90,029	$80,286
3	2	Enrichment Activities and AdvisoryCurriculum	No	$ 5,800	$5,270
3	3	Engaging Supplemental Technology	No	$ 1,359	$0
3	4	Facility Maintenance	No	$ 642,967	$661,115
3	5	Admin Support Staff	No	$ 76,350	$112,531
4	1	Induction Program	No	$ 7,000	$3,500
4	2	Credential Monitoring	No	$ 16,776	$20,498
4	3	Highly qualified teachers	No	$ 655,084	$612,467
4	4	Summer Professional Development	Yes	$ 3,840	$3,295
4	5	School Leader Training	Yes	$ 2,825	$5,000

2021-22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 435,172	$ 538,691	$ 450,014	$ 88,677	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Systematic ELD and SIOP Teacher Training	Yes	$ 5,292	$4,500	0.00%	0.00%
1	2	ELPAC administration	Yes	$ 2,000	$ 2,000.00	0.00%	0.00%
2	1	Benchmark Assessment Licenses and Screeners	No	$ -	$ -	0.00%	0.00%
2	2	Standards Aligned Core Curriculum	Yes	$ 7,700	$ 37,505.00	0.00%	0.00%
2	3	Staff Coaching support	Yes	$ 121,703	$ 12,370.00	0.00%	0.00%
2	4	Associate teachers in grades K-4 (Title I)	Yes	$ 126,834	$ 125,906.00	0.00%	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	$ 178,468	$ 179,152.00	0.00%	0.00%
2	6	Formative assessment programs	No	$ -	$ -	0.00%	0.00%
2	7	Student Services Manager	No	$ -	$ -	0.00%	0.00%
2	8	LAS Links administration	No	$ -	$ -	0.00%	0.00%
3	1	Dean of Culture	Yes	$ 90,029	$ 80,286.00	0.00%	0.00%
3	2	Enrichment Activities and AdvisoryCurriculum	No	$ -	$ -	0.00%	0.00%
3	3	Engaging Supplemental Technology	No	$ -	$ -	0.00%	0.00%
3	4	Facility Maintenance	No	$ -	$ -	0.00%	0.00%
3	5	Admin Support Staff	No	$ -	$ -	0.00%	0.00%
4	1	Induction Program	No	$ -	$ -	0.00%	0.00%
4	2	Credential Monitoring	No	$ -	$ -	0.00%	0.00%
4	3	Highly qualified teachers	No	$ -		0.00%	0.00%
4	4	Summer Professional Development	Yes	$ 3,840	$ 3,295.00	0.00%	0.00%
4	5	School Leader Training	Yes	$ 2,825	$ 5,000.00	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,693,539	$ 435,172	0.00%	25.70%	$ 738,793	0.00%	43.62%	$0.00 - No Carryover	0.00% - No Carryover

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> ***Actions for English Learners:*** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> ***Actions for Foster Youth***: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

Coversheet

UPK Plan

Section: VI. Board Business
Item: A. UPK Plan
Purpose: Discuss
Submitted by:
Related Material: UPK Required Questions.docx.pdf

Voices College-Bound Language Academies Universal Pre-K Planning Template Required Questions 2022-23

Focus Area A: Vision and Coherence

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following model(s) of service delivery does the LEA plan to implement for UPK for all four-year-old children, including classes fully inclusive of children with disabilities, to provide access to the least restrictive environment for learning? [select all that apply]

    a. TK offered at all sites

    b. TK offered at some sites

    c. TK stand-alone classes

    d. TK and kindergarten combination classes

    e. CSPP and TK combination classes (CSPP funding and ADA funding)

    f. Locally-funded preschool and TK combination classes

    g. CSPP stand-alone classes

    h. Head Start stand-alone classes

    i. Other [describe, open response]

2. Does the LEA plan to implement full-day TK, part-day TK, or both?[1] [select one]

[1] The minimum length of instructional time that must be offered to constitute a school day is 180 minutes (*EC* sections 46117 and 46201). By statute, the maximum school day in kindergarten is four hours ("part day") (*EC* Section 46111). However, *EC* Section 8973 allows schools that have adopted an early primary program (extended-day kindergarten or "full day") to exceed four hours. Furthermore, *EC* Section 48000 states

a. Full Day TK

b. Part Day TK

c. Both

3. Describe how the model(s) of service delivery selected in the preceding two questions will be implemented across the LEA's sites and why. [open response]

   Voices Mount Pleasant, Voices Morgan Hill, Voices West Contra Costa, Voices Stockton will all have a TK/Kindergarten class. The combo classes exist due to enrollment trends at those school sites and as a result of our petition. Our class is full-day TK to match the hours of our Kindergarten program and Voices model.

4. Does the LEA plan to begin operating a CSPP or expand its current CSPP contract? [select one]

   a. Yes - the LEA applied to expand its existing CSPP contract in 2022–23

   b. Yes - the LEA applied for a new CSPP contract in 2022–23

   c. Yes - the LEA will apply to expand its existing CSPP contract in future years (if funding is appropriated by the legislature)

   d. Yes - the LEA plans to apply to administer a CSPP contract in future years (if funding is appropriated by the legislature)

   e. No - the LEA has no plans to begin or expand a CSPP contract in future years

   f. No - the LEA plans to relinquish or reduce CSPP services in future years

5. If the LEA answered yes in question four, what age of children does the LEA plan to serve through a CSPP contract? [select all that apply]

   a. Three-year-old children

   b. Four-year-old children who will not be enrolled in TK in the current school year

   c. Four-year-old children who will be enrolled in early admittance TK on their fifth birthday but who are not yet enrolled because their birthday does not

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that a TK shall not be construed as a new program or higher-level service. In general, the number of required instructional minutes for TK is 36,000 minutes per year.

fall in the range for which LEAs are fully funded to support TK. (Note: children whose birthdays fall outside of this range can be served in TK at LEA option from the beginning of the school year, but LEAs only generate ADA after the child's fifth birthday.)

d. Four-year-old children who are enrolled in TK, including early admittance TK (CSPP would provide extended learning and care in addition to the TK instructional day).

6. Please indicate if the LEA plans to serve students eligible for early admittance TK, for children whose fifth birthday occurs after the enrollment date for the year of implementation?

   a. 2022–23 (Birthdays February 3 or after) [select one]

      i. Yes

      ii. No

      iii. Maybe

   b. 2023–24 (Birthdays April 3 or after) [select one]

      i. Yes

      ii. No

      iii. Maybe

   c. 2024–25 (Birthdays June 3 or after) [select one]

      i. Yes

      ii. No

      iii. Maybe

Focus Area B: Community Engagement and Partnerships

Required Questions

CDE will be requiring this information be completed and submitted to the CDE after the plan is presented to the governing board.

1. Identify which of the following opportunities the LEA implemented to obtain public input on the UPK Plan. [Select all that apply]
    a. Parent Teacher Association Meetings
    b. Family or parent surveys
    c. English Learner Advisory Committee (ELAC)
    d. District English Learner Advisory Committee (DELAC)
    e. Special Education Local Plan Area (SELPA)
    f. School Site Council
    g. District Advisory Committee
    h. LCAP educational partners input sessions
    i. Tribal Community input session
    j. Co-hosting events with community-based organizations (CBOs)
    k. Hosting meet and greets with the early learning and care community
    l. LPC Meetings
    m. Local Quality Counts California (QCC) consortia meetings
    n. First 5 County Commission meetings
    o. Community Advisory Committee (CAC)
    p. Head Start Policy Council meetings
    q. Collaboration with parent engagement centers (for example, Parent Training and Information Center [PTIC], Community Parent Resource Center [CPRC], Family Empowerment Centers [FEC])
    r. Other **None, other than discussing with network leadership. This will happen in summer of 2022.**
2. Select which programs the LEA plans to combine with the TK instructional day to offer a minimum of nine hours per day of programming (instructional day plus programming) for children whose families opt in for extended learning and care. [select all that apply]

a. Expanded learning programs on an LEA site (ASES, 21st Century Community Learning Centers [21st CCLC], ELO-P)

b. Expanded learning programs at a CBO site (ASES, 21st CCLC, ELO-P)

c. CSPP (on an LEA site)

d. CSPP (at a CBO site)

e. LEA- or locally-funded preschool

f. Head Start

g. LEA preschool funded with Title I of the Every Student Succeeds Act funds

h. Other CBO preschool

i. State subsidized child care (not including CSPP)

j. Other [describe, open response]

Focus Area C: Workforce Recruitment and Professional Learning

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Which of the following strategies does the LEA intend to use to support diverse and effective prospective TK teachers, including multilingual educators, to earn a Multiple Subject Teaching Credential? [select all that apply]

    a. Partner with one or more local Institutions of higher education (IHEs) or the COE to help support teachers holding less than a full credential to complete requirements to earn a preliminary Multiple Subject Teaching Credential

    b. Apply for a California Classified School Employee Teacher Credentialing Program grant (https://www.ctc.ca.gov/educator-prep/grant-funded-programs/Classified-Sch-Empl-Teacher-Cred-Prog) on your own, with your COE, as part of a

new collaborative, or by joining an existing Classified grant program to recruit teachers

c. Apply for a California Teacher Residency Grant Program (https://www.ctc.ca.gov/educator-prep/grant-funded-programs/teacher-residency-grant-program) on your own, as part of a new collaborative, or by joining an existing Teacher Residency Grant Program to recruit and prepare individuals with a bachelor's degree who want to become teachers in your LEA

d. Join an existing intern preparation program to recruit and prepare teachers for your LEA

e. Join an existing apprenticeship cohort program to recruit and prepare teachers for your LEA

f. Establish a relationship with other local LEAs to establish pathways for high school students interested in a career in CSPP or in P–3 teaching through clubs, registered apprenticeships, or other such early recruitment opportunities

g. Partner with the California Center on Careers to contact registrants who might be interested in becoming teachers for your LEA

h. Provide information on scholarship and grant opportunities to CSPP and other staff interested in providing extended learning and care services

i. Apply for workforce development funding and competitive grant opportunities from the CDE

j. Provide a stipend for tuition and fees for coursework leading to a Multiple Subject Teaching Credential

k. Provide advising on credential requirements and options for how to meet these requirements

l. Collaborate with IHEs to offer unit-bearing coursework at a local LEA site during times that work for teachers and other interested staff members [list IHEs, open response]

m. Partner with a local IHE to provide other services to candidates seeking to earn a Multiple Subject Teaching Credential

n. Partner with a COE to provide other services to candidates seeking to earn a multiple subject credential

o. Other [describe, open response]

p. None of the above, the LEA currently has enough Multiple Subject Teaching Credential holders to meet the need for TK educators

2. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective TK teachers, including multilingual educators, to meet the requirements under *EC* Section 48000(g)(4)? [select all that apply]

a. Partner with a local IHE offering eligible early childhood education or childhood development coursework

b. Partner with an IHE or COE to operate cohort models for LEA teachers earning 24 units

c. Provide information on scholarship and grant opportunities

d. Apply for workforce development funding and grant opportunities

e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit

g. Provide advising on requirements and how to meet the requirements

h. Offer unit-bearing IHE coursework at a local LEA site during times that work for teachers

i. Develop or work with an established mentorship program to support new TK teachers

j. Other [describe, open response]

k. None of the above; the LEA currently has enough Multiple Subject Teaching Credential holders who have at least 24 units in early childhood education, or childhood development, or both; professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described in subparagraph (a); or a Child Development Teacher Permit issued by the CTC

3. Which of the following strategies does the LEA intend to employ to support diverse and effective prospective **CSPP** teachers, including multilingual educators, to obtain a Child Development Teacher Permit [select all that apply]

a. Partner with a local IHE offering eligible early childhood education or childhood development coursework

b. Partner with an IHE or COE to operate cohort models for educators working towards a Child Development Teacher Permit

c. Provide information on scholarship and grant opportunities

d. Apply for workforce development funding and grant opportunities

e. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining credit-based coursework or a degree

f. Provide a stipend for tuition, fees, and other programmatic costs associated with obtaining a Child Development Teacher Permit

g. Provide advising on requirements and planning for how to meet the Child Development Teacher Permit requirements

h. Offer unit-bearing coursework at a local district site during times that work for teachers

i. Other [describe, open response]

j. None of the above, the LEA is not planning to support prospective CSPP educators in obtaining a Child Development Teacher Permit

4. On which child observational assessments does the LEA intend to offer professional learning to TK, CSPP, and other early education teachers during the 2022–23 school year? [select all that apply]

a. Ages & Stages Questionnaire (ASQ)

b. BRIGANCE Early Childhood Screen

c. Desired Results Developmental Profile (DRDP)

d. Developmental Reading Assessment (DRA)

e. LEA-based, grade level benchmarks and a report card

f. Teaching Strategies GOLD (TS GOLD)

g. Work Sampling System (WSS)

h. Other [describe, open response]

i. The LEA does not plan to offer professional learning on child observational assessments

5. On what topics does the LEA intend to offer professional learning regarding early childhood education to site leaders and principals? [select all that apply]

a. Effective adult-child interactions

b. Children's literacy and language development (aligned with the Preschool Learning Foundations and Frameworks)

c. Children's developing math and science (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

d. Children's social-emotional development (aligned with the *California Preschool Learning Foundations* and the *California Preschool Curriculum Frameworks*)

e. Implicit bias and culturally- and linguistically-responsive practice

f. ACEs and trauma- and healing-informed practice

g. Curriculum selection and implementation

h. Creating developmentally-informed environments

i. Administration and use of child assessments to inform instruction

j. Support for multilingual learners, including home language development and strategies for a bilingual classroom

k. Serving children with disabilities in inclusive settings, including Universal Design for Learning

l. Engaging culturally- and linguistically-diverse families

m. Other [describe, open response]

n. Site leaders and principals will not be offered professional learning on early childhood education

Focus Area D: Curriculum, Instruction, and Assessment

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. Does the LEA plan to provide any of the following language model(s) for TK students? [select all that apply]
    a. Dual language program with a language allotment[2] of 50/50 [open response for language offered]
    b. Dual language program with a language allotment of 90/10 [open response for language offered]
    c. Dual language program with a language allotment of 80/20 [open response for language offered]

       SPANISH
    d. Dual language program with a language allotment of 70/30 [open response for language offered]
    e. English-only instruction with home-language support
    f. None
    g. Other [describe, open response]
2. If the LEA administers CSPP, does it plan to provide any of the following language model(s) for CSPP students? [select all that apply]
    a. Dual language program with a language allotment[3] of 50/50 [open response for language offered]
    b. Dual language program with a language allotment of 90/10 [open response for language offered]
    c. Dual language program with a language allotment of 80/20 [open response for language offered]

[2] The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).
[3] The percentage of instructional time spent on the target language and English (e.g., in a 50/50 Spanish/English program, 50% of instructional time is spent on each language).

d. Dual language program with a language allotment of 70/30 [open response for language offered

e. English-only instruction with home-language support

f. None

g. Other [describe, open response]

3. Identify methods the LEA plans to use to support the development of social-emotional learning and executive function skills through specific instruction in these areas and by embedding and reinforcing this instruction in all curriculum areas. [select all that apply]

a. Provide training for staff on the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model

b. Implement the CSEFEL Pyramid Model in the classroom

c. Designing developmentally-appropriate learning environments to allow for individual and group activities that promote social-emotional learning and executive function skills (for example, use students' pictures or words in daily routines, feelings charts)

d. Promote learning through play as a context for social and emotional development, including social play with teachers and peers in small or large group settings

e. Use developmental observations to identify children's emerging skills and support their development through daily interactions

f. Development of lesson plans or use of a curriculum that includes specific and targeted social-emotional learning and executive function activities throughout the day of instruction

g. Staff development opportunities encouraging reflective practice and cross-level support for instruction specific to social-emotional learning and executive function skills

h. Offer open-ended, self-directed learning opportunities that foster individual interests and curiosity and new learning

4. What instructional practices does the LEA plan to implement to support children with disabilities in UPK programming? [select all that apply]

a. Implement Universal Design for Learning

b. Provide adaptations to instructional materials

c. Provide specialized services (for example, occupational therapy, physiotherapy, speech and language pathology therapy) in the classroom with peer models

d. Implement social-emotional strategies, such as the Pyramid Model, CSEFEL, and others

e. Provide additional staff to support participation in instruction

f. Other [open response]

5. What assessments does the LEA plan to use in TK or kindergarten? [select all that apply]

a. ASQ

b. BRIGANCE Early Childhood Screen

c. DRDP

d. DRA

e. LEA-based grade level benchmarks and a report card

f. TS GOLD

g. WSS

h. Other [describe, open response]

Math TK Illuminate Benchmark Assessments

STAR Early Reading Assessment

Other literacy diagnostics

i. The LEA does not plan to use a common TK assessment

j. Unsure

Focus Area E: LEA Facilities, Services, and Operations

Required Questions

CDE will be requiring this information be completed after the plan is presented to the governing board.

1. To support an overall increase in UPK access, what efforts does the LEA plan to make to prevent the displacement of any early education programs on LEA campuses, including both LEA-administered and non-LEA-administered programs? [open response]

   None. We do not have any early education programs on LEA campuses outside of our already established TK/Kindergarten combo classes.

2. Does the LEA have adequate classroom space to meet the Projected Enrollment of TK students listed in the Projected Enrollment and Needs Assessment section of this document, for the respective implementation year? [multiple choice]

   a. Yes

   b. No

      i. If no, how many more classrooms does the LEA need? [identify number, open response]

      ii. If no, how might the LEA provide classrooms in the timeframe needed? [describe, open response]

3. Does the space meet the kindergarten standards described in *California Code of Regulations*, Title 5, Section 14030(h)(2)? [multiple choice]

   a. Yes

   b. No

      i. If no, what modifications need to be made? What resources are needed to make them? (See Facilities Grant Program Funding at https://www.dgs.ca.gov/OPSC/Services/Page-Content/Office-of-Public-School-Construction-Services-List-Folder/Access-Full-Day-Kindergarten-Facilities-Grant-Program-Funding) [describe, open response]

4. Does the space contain necessary adaptive equipment, assistive technology, or other accommodations to ensure children with disabilities have access to education in the least restrictive environment? [multiple choice]
    a. Yes
    b. No
        i. If no, what modifications need to be made? What resources are needed to provide equipment or accommodations? [describe, open response]
5. Does the LEA's Facilities Master Plan adequately address the need for UPK programming? [multiple choice]
    a. Yes
    b. No
        i. If not, what process will the LEA use to update the Facilities Master Plan to accommodate future TK and early education programming?

            We have an existing TK program that currently does not require additional facilities/needs.
6. In which of the following areas does the LEA intend to make updates to facilities? [select all that apply]
    a. Turfed area
    b. Paved area
    c. Apparatus area
    d. Land required for buildings and grounds
    e. Total square feet required
    f. None of the above
7. What transportation will the LEA offer to children enrolled in TK? [select all that apply]
    a. Transportation to and from the TK program

b. Transportation from the TK program to an extended learning and care opportunity on another LEA site

c. Transportation from the TK program to an extended learning and care opportunity on a non-LEA site (for example, a CBO that operates a preschool program)

d. No transportation will be provided

8. Will the LEA offer transportation to transport TK children to extended learning and care opportunities that are at other sites than the one the child is enrolled at for TK?

No.

Coversheet

Resolution: Short-Term Loan Agreement between Voices College-Bound Language Academy and Voices College-Bound Language Academy at Mt. Pleasant

Section: VII. Finance/Budget
Item: A. Resolution: Short-Term Loan Agreement between Voices College-Bound Language Academy and Voices College-Bound Language Academy at Mt. Pleasant
Purpose: Vote
Submitted by:
Related Material: Voices-Proposed Loan Agreement and Schedule FS-to-MP-20220616.pdf

LOAN AGREEMENT

This LOAN AGREEMENT ("Agreement"), dated as of June 21, 2022, is between Voices College-Bound Language Academy and Voices College-Bound Language Academy at Mt. Pleasant.

WITNESSED

WHEREAS, Voices College-Bound Language Academies ("Voices") is a California nonprofit public benefit corporation that operates five California public charter schools, Voices College-Bound Language Academy at West Contra Costa County, Voices College Bound Language Academy at Stockton, Voices College-Bound Language Academy, Voices College-Bound Language Academy at Morgan Hill, and Voices College-Bound Language Academy at Mt. Pleasant.

WHEREAS, Voices College-Bound Language Academy at Mt. Pleasant (the "Borrower") has requested a short-term loan from the Voices College-Bound Language Academy (the "Lender") for the 2022-2023 fiscal year due to delays in funding disbursements which Borrower shall repay upon receipt of the delayed funding disbursements; and

WHEREAS, the charitable purpose of Voices is to "manage, operate, guide, direct and promote one or more California public charter schools." (Articles of Incorporation, Article II, Section B.) The Board has determined that the short-term loan described in this resolution is in furtherance of said charitable purpose; and

WHEREAS, the Lender has a positive financial position, has excess reserves sufficient to lend funds to meet the Borrower's needs, and, after providing such loan, the Lender shall continue to have and maintain adequate assets to cover current liabilities for the duration of the loan term; and

WHEREAS, the Board has determined that the provision of short-term loan of funds will not adversely affect the public-school purposes of the Lender; and

WHEREAS, the Board has determined that the short-term loan is in the best interests of the Voices and its charter schools, as the terms of the short-term loan described in this Agreement are the most favorable terms available and will not result in liability to any third-party; and

WHEREAS, the Board desires to document the terms of this short-term loan in accordance with the recommendations of the California State Auditor for short-term loans between two charter schools operated by a single nonprofit corporation; and

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WHEREAS, the Lender is willing to consider making such a loan in an amount not to exceed $650,000 in the terms and conditions set forth therein:

THE LOAN

1. **Loan Amount.** The Lender agrees to provide short-term loan funds to the Borrower in the amount of $650,000.

2. **Term**. The term of the short-term loan shall be for one (1) year, beginning upon the Borrower's receipt of short-term loan funds.

3. **Rate.** The short-term loan shall bear interest at a rate of 1.0% annualized. Interest shall accrue from the beginning of the term until the funds are repaid in full.

4. **Accounting**. The Borrower shall utilize fund accounting regarding the borrowed funds and shall ensure proper usage of such funds in accordance with the charitable purpose of Voices;

5. **Payment.** The Borrower agrees to repay all borrowed funds, including principal and interest, according to the attached repayment schedule. There shall be no prepayment penalties.

* * *

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their proper and duly authorized officers as of the day and year first written above.

Voices College-Bound Language Academy

Name: _____

Signature: _____

Title: _____

Voices College-Bound Language Academy at Mt. Pleasant

Name: _____

Signature: _____

Title: _____

4875-8759-7349, v. 1

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Your Personalized Loan Schedule

Loan Summary

Loan Amount:	$650,000.00	Number of Payments:	12
Annual Interest Rate:	1.0000%	Periodic Payment:	$1,000.00
Loan Date:	06/22/2022	1st Payment Due:	08/01/2022
Payment Frequency:	Monthly	Last Payment Due:	07/01/2023
Total Interest Due:	$6,635.01	Total All Payments:	$656,635.01

Payment Schedule

#/Year	Date	Payment	Interest	Principal	Balance
Loan:	06/22/2022	160.29	160.29	0.00	650,000.00
1:1	08/01/2022	1,000.00	541.67	458.33	649,541.67
2:1	09/01/2022	1,000.00	541.28	458.72	649,082.95
3:1	10/01/2022	1,000.00	540.90	459.10	648,623.85
4:1	11/01/2022	1,000.00	540.52	459.48	648,164.37
5:1	12/01/2022	1,000.00	540.14	459.86	647,704.51
	2022 Totals:	*5,160.29*	*2,864.80*	*2,295.49*	
	Running Totals:	*5,160.29*	*2,864.80*	*2,295.49*	
6:1	01/01/2023	1,000.00	539.75	460.25	647,244.26
7:1	02/01/2023	1,000.00	539.37	460.63	646,783.63
8:1	03/01/2023	1,000.00	538.99	461.01	646,322.62
9:1	04/01/2023	1,000.00	538.60	461.40	645,861.22
10:1	05/01/2023	1,000.00	538.22	461.78	645,399.44
11:1	06/01/2023	1,000.00	537.83	462.17	644,937.27
12:1	07/01/2023	645,474.72	537.45	644,937.27	0.00
	2023 Totals:	*651,474.72*	*3,770.21*	*647,704.51*	
	Running Totals:	*656,635.01*	*6,635.01*	*650,000.00*	

No rounding adjustment necessary

Calculation method: Normal, 365 days per year

financial-calculators.com

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Your Personalized Loan Schedule

Coversheet

Resolution: Short-Term Loan Agreement between Voices College-Bound Language Academy and Voices College-Bound Language Academy at Stockton

Section: VII. Finance/Budget
Item: B. Resolution: Short-Term Loan Agreement between Voices College-Bound Language Academy and Voices College-Bound Language Academy at Stockton
Purpose: Vote
Submitted by:
Related Material: Voices-Proposed Loan Agreement and Schedule FS-to-ST-20220616.pdf

LOAN AGREEMENT

This LOAN AGREEMENT ("Agreement"), dated as of June 21, 2022, is between Voices College-Bound Language Academy and Voices College-Bound Language Academy at Stockton.

WITNESSED

WHEREAS, Voices College-Bound Language Academies ("Voices") is a California nonprofit public benefit corporation that operates five California public charter schools, Voices College -Bound Language Academy at West Contra Costa County, Voices College Bound Language Academy at Stockton, Voices College-Bound Language Academy, Voices College-Bound Language Academy at Morgan Hill, and Voices College-Bound Language Academy at Mt. Pleasant.

WHEREAS, Voices College-Bound Language Academy at Stockton (the "Borrower") has requested a short-term loan from the Voices College-Bound Language Academy (the "Lender") for the 2022-2023 fiscal year due to delays in funding disbursements which Borrower shall repay upon receipt of the delayed funding disbursements; and

WHEREAS, the charitable purpose of Voices is to "manage, operate, guide, direct and promote one or more California public charter schools." (Articles of Incorporation, Article II, Section B.) The Board has determined that the short-term loan described in this resolution is in furtherance of said charitable purpose; and

WHEREAS, the Lender has a positive financial position, has excess reserves sufficient to lend funds to meet the Borrower's needs, and, after providing such loan, the Lender shall continue to have and maintain adequate assets to cover current liabilities for the duration of the loan term; and

WHEREAS, the Board has determined that the provision of short-term loan of funds will not adversely affect the public-school purposes of the Lender; and

WHEREAS, the Board has determined that the short-term loan is in the best interests of the Voices and its charter schools, as the terms of the short-term loan described in this Agreement are the most favorable terms available and will not result in liability to any third-party; and

WHEREAS, the Board desires to document the terms of this short-term loan in accordance with the recommendations of the California State Auditor for short-term loans between two charter schools operated by a single nonprofit corporation; and

WHEREAS, the Lender is willing to consider making such a loan in an amount not to exceed $150,000 in the terms and conditions set forth therein:

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THE LOAN

1. **Loan Amount.** The Lender agrees to provide short-term loan funds to the Borrower in the amount of $150,000.

2. **Term**. The term of the short-term loan shall be for one (1) year, beginning upon the Borrower's receipt of short-term loan funds.

3. **Rate.** The short-term loan shall bear interest at a rate of 1.0% annualized. Interest shall accrue from the beginning of the term until the funds are repaid in full.

4. **Accounting**. The Borrower shall utilize fund accounting regarding the borrowed funds and shall ensure proper usage of such funds in accordance with the charitable purpose of Voices;

5. **Payment.** The Borrower agrees to repay all borrowed funds, including principal and interest, according to the attached repayment schedule. There shall be no prepayment penalties.

* * *

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their proper and duly authorized officers as of the day and year first written above.

Voices College-Bound Language Academy

Name: _____

Signature: _____

Title: _____

Voices College-Bound Language Academy at Stockton

Name: _____

Signature: _____

Title: _____

4875-8759-7349, v. 1

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Your Personalized Loan Schedule

Loan Summary

Loan Amount:	$150,000.00	Number of Payments:	12
Annual Interest Rate:	1.0000%	Periodic Payment:	$200.00
Loan Date:	06/22/2022	1st Payment Due:	08/01/2022
Payment Frequency:	Monthly	Last Payment Due:	07/01/2023
Total Interest Due:	$1,532.85	Total All Payments:	$151,532.85

Payment Schedule

#/Year	Date	Payment	Interest	Principal	Balance
Loan:	06/22/2022	36.99	36.99	0.00	150,000.00
1:1	08/01/2022	200.00	125.00	75.00	149,925.00
2:1	09/01/2022	200.00	124.94	75.06	149,849.94
3:1	10/01/2022	200.00	124.87	75.13	149,774.81
4:1	11/01/2022	200.00	124.81	75.19	149,699.62
5:1	12/01/2022	200.00	124.75	75.25	149,624.37
	2022 Totals:	*1,036.99*	*661.36*	*375.63*	
	Running Totals:	*1,036.99*	*661.36*	*375.63*	
6:1	01/01/2023	200.00	124.69	75.31	149,549.06
7:1	02/01/2023	200.00	124.62	75.38	149,473.68
8:1	03/01/2023	200.00	124.56	75.44	149,398.24
9:1	04/01/2023	200.00	124.50	75.50	149,322.74
10:1	05/01/2023	200.00	124.44	75.56	149,247.18
11:1	06/01/2023	200.00	124.37	75.63	149,171.55
12:1	07/01/2023	149,295.86	124.31	149,171.55	0.00
	2023 Totals:	*150,495.86*	*871.49*	*149,624.37*	
	Running Totals:	*151,532.85*	*1,532.85*	*150,000.00*	

No rounding adjustment necessary

Calculation method: Normal, 365 days per year

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Your Personalized Loan Schedule

Coversheet

Resolution: Financial Support for Voices College-Bound Language Academy at Mt. Pleasant

Section: VII. Finance/Budget
Item: C. Resolution: Financial Support for Voices College-Bound Language Academy at Mt. Pleasant
Purpose: Vote
Submitted by:
Related Material:
Voices-Board Resolution for Mt Pleasant Site Financial Support-20220621.pdf

RESOLUTION OF THE BOARD OF DIRECTORS OF VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

The undersigned, on behalf of Voices College-Bound Language Academies, a California nonprofit public benefit corporation (the "Corporation"), hereby certifies that the resolutions set forth below were adopted by the Board of Directors (the "Board") of the Corporation, in accordance with Section 5211 (a) of the California Nonprofit Corporation Law and Art. III of the Corporation's Bylaws, at a duly noticed meeting held on June 21st, 2022. A quorum of the Board was present at the meeting.

WHEREAS, the Corporation operates five California public charter schools, three located in Santa Clara County, one located in Contra Costa County, and one located in San Joaquin County, with the charters authorized by four different authorizing agencies; and

WHEREAS, the Board of Directors serves as the governing body for all five schools, and strives to make decisions and provide support for all Voices schools to successfully serve students and families in their respective communities, as well as to fulfill its fiduciary responsibility; and

WHEREAS, the Corporation has provided administrative support for Voices College-Bound Language Academy at Mt. Pleasant ("Voices Mt. Pleasant") since it opened in September 2015 in San Jose, California under the authorization of the Santa Clara County Board of Education; and

WHEREAS, Voices Mt. Pleasant has continued to growth and operate its program through the pandemic of COVID-19, wherein all California communities were ordered to shelter in place, impacting the school's ability to reach families and recruit students; and

WHEREAS, the COVID-19 public health crisis that prevailed during the past two years has reduced the student enrollment in the school, which directly impacts the school's budget and plan to reach financial scale; and

WHEREAS, the school is serving an extraordinarily high-needs Special Education student with compulsory services costing $300,000-$400,000 annually, which directly impacts the school's overall General Education budget; and

WHEREAS, when considering only public revenue provided based on average daily attendance, the school is projecting a budgetary shortfall in the next year as it works to grow to its fully anticipated size; and

WHEREAS, the Board and Corporation leadership believe the academic and social emotional support for students is the most important role of the school, particularly during the very challenging circumstances created by COVID-19; and

NOW, THEREFORE, this Board of Directors of the Corporation does hereby find, resolve and order as follows:

Section 1. The foregoing recitals are true and correct.

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Section 2. The Corporation shall provide philanthropic support, drawing on the support of external unrestricted funds gifted the Corporation since its inception, to the school to ensure its sustainability and solvency. The support shall be granted in the following amount for the 2022-23 school year, or a revised amount based on the school's needs as assessed at the close of the fiscal year: $245,000.

Section 3. The Finance Committee of the Board will work with the Corporation leadership to restructure the Voices Mt. Pleasant school budget to preserve programmatic integrity and excellence while reducing the need for supplemental financial support for the 2023-24 school year.

Section 4. The Corporation shall ensure that the school has sufficient working capital to meet all its cash obligations to employees and vendors as required by California and Federal law and the individual agreements with vendors.

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SECRETARY'S CERTIFICATE

I, _____, Secretary of the Board of Directors of Voices College-Bound Language Academies, a California nonprofit public benefit corporation, County of Santa Clara, California, hereby certify as follows:

The attached is a full, true, and correct copy of a resolution duly adopted at a regular meeting of the Board of Directors of Voices College-Bound Language Academy, which was duly and regularly held on the 21st day of June 2022, at which meeting a quorum of the members of the Board of Directors was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this _____ day of _____, 2022.

_____
Secretary of the Board of Directors of
Voices College-Bound Language Academies

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Coversheet

Resolution: Financial Support for Voices College-Bound Language Academy at Stockton

Section: VII. Finance/Budget
Item: D. Resolution: Financial Support for Voices College-Bound Language Academy at Stockton
Purpose: Vote
Submitted by:
Related Material:
Voices-Board Resolution for Stockton Site Financial Support-20220621.pdf

RESOLUTION OF THE BOARD OF DIRECTORS OF VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

The undersigned, on behalf of Voices College-Bound Language Academies, a California nonprofit public benefit corporation (the "Corporation"), hereby certifies that the resolutions set forth below were adopted by the Board of Directors (the "Board") of the Corporation, in accordance with Section 5211 (a) of the California Nonprofit Corporation Law and Art. III of the Corporation's Bylaws, at a duly noticed meeting held on June 21st, 2022. A quorum of the Board was present at the meeting.

WHEREAS, the Corporation operates five California public charter schools, three located in Santa Clara County, one located in Contra Costa County, and one located in San Joaquin County, with the charters authorized by four different authorizing agencies; and

WHEREAS, the Board of Directors serves as the governing body for all five schools, and strives to make decisions and provide support for all Voices schools to successfully serve students and families in their respective communities, as well as to fulfill its fiduciary responsibility; and

WHEREAS, the Corporation provided administrative support in opening Voices College-Bound Language Academy at Stockton ("Voices Stockton") in September 2020 in Stockton, California under the authorization of the Stockton Unified School District; and

WHEREAS, Voices Stockton conducted its primary outreach and began operations during the pandemic of COVID-19, wherein all California communities were ordered to shelter in place, impacting the school's ability to reach families and recruit students; and

WHEREAS, the COVID-19 public health crisis that prevailed during Voices Stockton's first two years (2020-21 and 2021-22) has reduced the student enrollment in the school, which directly impacts the school's budget and plan to reach financial scale; and

WHEREAS, when considering only public revenue provided based on average daily attendance, the school is projecting a budgetary shortfall over the next several years as it works to grow to its fully anticipated size; and

WHEREAS, the Board and Corporation leadership believe the academic and social emotional support for students is the most important role of the school, particularly during the very challenging circumstances created by COVID-19; and

NOW, THEREFORE, this Board of Directors of the Corporation does hereby find, resolve and order as follows:

Section 1. The foregoing recitals are true and correct.

Section 2. The Corporation shall provide philanthropic support, drawing on the support of external unrestricted funds gifted the Corporation since its inception, to the school to ensure its sustainability and solvency. The support shall be granted in the following amounts or a

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revised amount based on the school's needs as assessed on an annual basis at the close of each fiscal year: $515,000 for 2022-23 and $290,000 for 2023-24.

Section 3. As needed, the Corporation shall ensure that the school has sufficient working capital to meet all its cash obligations to employees and vendors as required by California and Federal law and the individual agreements with vendors.

/ / / signatures on next page / / /

SECRETARY'S CERTIFICATE

I, _____, Secretary of the Board of Directors of Voices College-Bound Language Academies, a California nonprofit public benefit corporation, County of Santa Clara, California, hereby certify as follows:

The attached is a full, true, and correct copy of a resolution duly adopted at a regular meeting of the Board of Directors of Voices College-Bound Language Academy, which was duly and regularly held on the 21st day of June 2022, at which meeting a quorum of the members of the Board of Directors was present; and at such meeting such resolutions were adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

I have carefully compared the same with the original minutes of such meeting on file and of record in my office; the attached resolution is a full, true, and correct copy of the original resolution adopted at such meeting and entered in such minutes; and such resolution has not been amended, modified, or rescinded since the date of its adoption, and the same is now in full force and effect.

WITNESS my hand this _____ day of _____, 2022.

_____
Secretary of the Board of Directors of
Voices College-Bound Language Academies

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Coversheet

2022-23 Budget – Review, discussion and approval of budget for the 22-23 school year (each school separately)

Section: VII. Finance/Budget
Item: E. 2022-23 Budget – Review, discussion and approval of budget for the 22-23 school year (each school separately)
Purpose: Vote
Submitted by:
Related Material: FY23 Board Budget Proposal-Voices-20220621.pdf

Voices College-Bound Language Academies

FY23 Budget Development

DENA KOREN & JOSH CLARK

JUNE 21, 2022

Voices College-Bound Language Academies

edtec Charter School Specialists
BUSINESS • OPERATIONS • PERFORMANCE

Contents

1. Budget Summary

2. State Budget
   A. May Governor's budget summary
   B. Legislative budget variances
   C. Current Voices budget assumptions
   D. One-time funding usage

3. 3-Year School Budget Projections

Budget Summary

Budget includes modest enrollment growth, strong state funding increases

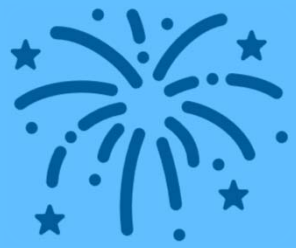
		Flagship	Morgan Hill	Mt. Pleasant	WCC	Stockton
		Proposed Budget	**Proposed Budget**	**Proposed Budget**	**Proposed Budget**	**Proposed Budget**
Revenue	LCFF Entitlement	4,587,491	3,558,890	3,297,638	3,376,261	1,203,343
	Federal Revenue	1,058,324	570,117	553,403	326,456	183,341
	Other State Revenues	1,206,784	1,036,037	1,313,692	1,016,778	313,512
	Local Revenues	-	-	-	82,620	-
	Fundraising and Grants	15,000	27,600	270,000	23,000	523,000
	Total Revenue	**6,867,599**	**5,192,644**	**5,434,734**	**4,825,115**	**2,223,196**
Expenses	Compensation and Benefits	3,816,328	2,791,982	2,602,407	2,363,317	1,052,319
	Books and Supplies	338,916	380,477	295,241	259,073	195,881
	Services and Other Operating	2,697,515	2,291,320	2,702,292	2,133,557	942,794
	Depreciation	184,856	12,578	4,267	13,160	-
	Other Outflows	65,104	-	-	1,093	830
	Total Expenses	**7,102,720**	**5,476,358**	**5,604,207**	**4,770,200**	**2,191,823**
	Operating Income	**(235,121)**	**(283,713)**	**(169,474)**	**54,915**	**31,373**
	Beginning Balance (Unaudited)	5,790,779	2,586,773	479,543	1,579,515	86,764
	Operating Income	(235,121)	(283,713)	(169,474)	54,915	31,373
Ending Fund Balance (incl. Depreciation)		**5,555,658**	**2,303,060**	**310,069**	**1,634,430**	**118,137**
Ending Fund Balance as % of Expenses		**78.2%**	**42.1%**	**5.5%**	**34.3%**	**5.4%**

State Budget: May Revise Summary



9.85% increase in LCFF

- 6.56% statutory COLA
- 3.28% additional base grant increase ($2.1B)



One-Time Discretionary Grant

- $8B allocated on per pupil basis
- $1,350-1,400 per FY22 ADA
- Focus on staffing, student learning, mental health, etc.



Flexibility in LCFF for FY22 – LEA's Choice

- CY Actual P2 ADA
- PY P2 ADA – FY20 ADA or FY21 Growth Waiver
- CY Enrollment * Attendance % from FY20

Budget Proposal – Governor vs. Legislature





LCFF	
9.85%: 6.56% COLA + $2.1B base increase	16.20% total LCFF Increase
One-Time Grant	
$8B → ~$1,375 per ADA, minimal restrictions	$8.5B → ~$1,450 per ADA, restricted to staffing
FY22 LCFF Hold-Harmless	
CY P2, PY P2, or CY Enrollment-Based ADA	CY P2 or PY P2
Expanded Learning Opportunities Program	
$2,500 per unduplicated pupil	$1,500 or $3K per UP based on demographics

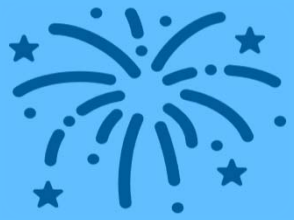
Voices' Assumptions Based on May Revise

Conservative budgeting provides opportunity for upside in final budget



9.85% increase in LCFF: Opportunity for More if 16%

LCFF Increase	FS	MH*	MP	WCC	ST	Total
9.85%	$4,587,491	$3,558,890	$3,297,638	$3,376,261	$1,203,343	**$16,023,623**
16.00%	$4,844,324	$3,919,408	$3,482,258	$3,565,282	$1,270,713	**$17,081,984**
Difference	$256,833	$360,518	$184,620	$189,021	$67,370	**$1,058,361**



One-Time Grant at $1,362 with 50% offset

One-Time Funding	FS	MH	MP	WCC	STN	Total
Governor's Rate	$477,314	$463,596	$390,101	$261,884	$82,731	**$1,675,626**
Contingency Rate	$238,657	$231,798	$195,051	$130,942	$41,366	**$837,813**
Legislative Incr.	$15,420	$14,977	$12,602	$8,460	$2,673	**$54,132**



Flexibility in LCFF for FY22 – LEA's Choice

- Not included in this projection for FY22
- Only Flagship would be substantially impacted by Legislative Budget ($800K - $1M funding increase for FY22)

* Morgan Hill is currently using 5.33% LCFF increase due to Material Revision Application

One-Time Funding Usage in FY23 Budget Draft

Stimulus funds and state grants providing needed funding to sites

	Flagship	MH	MP	WCC	Stockton
Educator Effectiveness	$25,300	$15,450	$27,300	$10,325	$5,700
Expanded Learning Grant	$100,000	-	-	-	-
ESSER II	$210,750	-	$105,250	-	-
ESSER III	$507,377	$200,348	$163,172	$104,516	$84,700
State FY23 One-Time Grant*	$238,657	$231,798[1]	$195,050	$130,942	$41,365
Total	$1,082,084	$447,596	$490,772	$245,783	$131,765

Primarily using one-time grants to maintain staffing & resources for school stability and rebuilding

* 50% of May Revise estimate to be conservative; 1. Included in CMO draft budget while state budget is finalized

3-Year Budget Projection: Flagship

Enrollment & attendance increase; conservative SpEd expense increase

		2021-22	2022-23	2023-24	2024-25
		Current Forecast	Proposed Budget	*Projection*	*Projection*
Revenue	LCFF Entitlement	3,869,428	4,587,491	*5,884,794*	*6,379,531*
	Federal Revenue	920,235	1,058,324	*576,235*	*416,195*
	Other State Revenues	936,966	1,206,784	*550,421*	*612,714*
	Local Revenues	20,504	-	-	-
	Fundraising and Grants	110	15,000	*15,000*	*15,000*
	Total Revenue	**5,747,243**	**6,867,599**	***7,026,450***	***7,423,440***
Expenses	Compensation and Benefits	3,166,564	3,816,328	*4,023,673*	*4,153,496*
	Books and Supplies	323,624	338,916	*371,120*	*380,328*
	Services and Other Operating	2,252,289	2,697,515	*2,214,965*	*2,303,079*
	Depreciation	184,856	184,856	*183,819*	*181,745*
	Other Outflows	67,519	65,104	*62,639*	-
	Total Expenses	**5,994,852**	**7,102,720**	***6,856,216***	***7,018,649***
	Operating Income	**(247,610)**	**(235,121)**	***170,234***	***404,791***
	Beginning Balance (Audited)	6,038,389	5,790,779	*5,555,658*	*5,725,892*
	Operating Income	(247,610)	(235,121)	*170,234*	*404,791*
Ending Fund Balance (incl. Depreciation)		**5,790,779**	**5,555,658**	***5,725,892***	***6,130,683***
Ending Fund Balance as % of Expenses		**96.6%**	**78.2%**	***83.5%***	***87.3%***

3-Year Budget Projection: Morgan Hill

School split out on 3 campuses in FY23; $200K contingency to support

		2021-22	2022-23	2023-24	2024-25
		Current Forecast	Proposed Budget	Projection	Projection
Revenue	LCFF Entitlement	3,418,215	3,558,890	4,547,801	5,170,693
	Federal Revenue	853,800	570,117	597,121	454,480
	Other State Revenues	1,214,139	1,036,037	1,444,555	1,798,965
	Local Revenues	1,840	-	-	-
	Fundraising and Grants	-	27,600	27,600	27,600
	Total Revenue	**5,487,994**	**5,192,644**	**6,617,077**	**7,451,737**
Expenses	Compensation and Benefits	2,320,924	2,792,393	3,272,983	3,689,937
	Books and Supplies	386,878	380,477	427,901	455,764
	Services and Other Operating	2,554,974	2,291,320	2,971,622	3,305,999
	Depreciation	12,578	12,578	12,578	12,578
	Other Outflows	-	-	-	-
	Total Expenses	**5,275,355**	**5,476,768**	**6,685,084**	**7,464,278**
	Operating Income	**212,639**	**(284,124)**	**(68,007)**	**(12,540)**
	Beginning Balance (Audited)	2,374,134	2,586,773	2,303,060	2,299,394
	Operating Income	212,639	(284,124)	(68,007)	(12,540)
Ending Fund Balance (incl. Depreciation)		**2,586,773**	**2,302,649**	**2,235,053**	**2,286,854**
Ending Fund Balance as % of Expenses		**49.0%**	**42.0%**	**33.4%**	**30.6%**

3-Year Budget Projection: Mount Pleasant

Modest enrollm't growth, high facilities & SpEd costs require CMO supp.

		2021-22	2022-23	2023-24	2024-25
		Current Forecast	Proposed Budget	Projection	Projection
Revenue	LCFF Entitlement	3,206,143	3,297,638	4,045,623	4,671,734
	Federal Revenue	774,018	553,403	436,907	304,559
	Other State Revenues	998,855	1,313,692	686,230	782,004
	Local Revenues	30,789	-	-	-
	Fundraising and Grants	118	270,000	735,000	635,000
	Total Revenue	**5,009,922**	**5,434,734**	**5,903,760**	**6,393,297**
Expenses	Compensation and Benefits	2,333,554	2,602,407	2,869,756	3,051,434
	Books and Supplies	293,350	295,241	311,643	327,263
	Services and Other Operating	2,525,482	2,702,292	2,528,477	2,649,483
	Depreciation	4,267	4,267	4,267	4,267
	Other Outflows	-	-	-	-
	Total Expenses	**5,156,654**	**5,604,207**	**5,714,143**	**6,032,448**
	Operating Income	**(146,732)**	**(169,474)**	**189,617**	**360,849**
	Beginning Balance (Audited)	626,275	479,543	310,069	499,686
	Operating Income	(146,732)	(169,474)	189,617	360,849
Ending Fund Balance (incl. Depreciation)		**479,543**	**310,069**	**499,686**	**860,535**
Ending Fund Balance as % of Expenses		**9.3%**	**5.5%**	**8.7%**	**14.3%**

3-Year Budget Projection: WCC

Enrollment growth and state budget support increased staffing costs

		2021-22	2022-23	2023-24	2024-25
		Current Forecast	Proposed Budget	*Projection*	*Projection*
Revenue	LCFF Entitlement	2,128,711	3,376,261	*4,231,409*	*5,173,098*
	Federal Revenue	660,604	326,456	*264,229*	*309,347*
	Other State Revenues	744,287	1,016,778	*658,469*	*798,063*
	Local Revenues	68,193	82,620	*98,010*	*113,130*
	Fundraising and Grants	8,000	23,000	*23,000*	*23,000*
	Total Revenue	**3,609,794**	**4,825,115**	***5,275,118***	***6,416,637***
Expenses	Compensation and Benefits	1,602,833	2,363,317	*2,753,217*	*3,104,036*
	Books and Supplies	242,624	259,073	*362,014*	*412,302*
	Services and Other Operating	1,784,044	2,133,557	*2,126,904*	*2,357,958*
	Depreciation	-	13,160	*13,160*	*13,160*
	Other Outflows	2,471	1,093	-	-
	Total Expenses	**3,631,972**	**4,770,200**	***5,255,295***	***5,887,456***
	Operating Income	**(22,178)**	**54,915**	***19,823***	***529,181***
	Beginning Balance (Audited)	1,601,693	1,579,515	*1,634,430*	*1,654,253*
	Operating Income	(22,178)	54,915	*19,823*	*529,181*
Ending Fund Balance (incl. Depreciation)		**1,579,515**	**1,634,430**	***1,654,253***	***2,183,434***
Ending Fund Balance as % of Expenses		**43.5%**	**34.3%**	***31.5%***	***37.1%***

3-Year Budget Projection: Stockton

Steady enrollment growth and state funding support stable budget

		2021-22	2022-23	2023-24	2024-25
		Current Forecast	Proposed Budget	Projection	Projection
Revenue	LCFF Entitlement	713,791	1,203,343	2,043,278	2,896,691
	Federal Revenue	134,547	183,341	141,697	185,069
	Other State Revenues	201,701	313,512	304,077	373,337
	Local Revenues	24	-	-	-
	Fundraising and Grants	686,400	523,000	298,000	8,000
	Total Revenue	**1,736,464**	**2,223,196**	**2,787,052**	**3,463,097**
Expenses	Compensation and Benefits	802,745	1,052,319	1,308,244	1,544,259
	Books and Supplies	97,084	195,881	266,716	328,859
	Services and Other Operating	732,790	942,794	1,120,668	1,362,063
	Depreciation	-	-	-	-
	Other Outflows	1,108	830	535	234
	Total Expenses	**1,633,727**	**2,191,823**	**2,696,163**	**3,235,415**
	Operating Income	**102,737**	**31,373**	**90,889**	**227,681**
	Beginning Balance (Audited)	(15,973)	86,764	118,137	209,026
	Operating Income	102,737	31,373	90,889	227,681
Ending Fund Balance (incl. Depreciation)		**86,764**	**118,137**	**209,026**	**436,708**
Ending Fund Balance as % of Expenses		**5.3%**	**5.4%**	**7.8%**	**13.5%**

Voices
Proposed Budget
As of Apr FY2022

	Year 2 2022-23				
	Proposed Budget				
	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton
SUMMARY					
Revenue					
LCFF Entitlement	4,587,491	3,558,890	3,297,638	3,376,261	1,203,343
Federal Revenue	1,058,324	570,117	553,403	326,456	183,341
Other State Revenues	1,206,784	1,036,037	1,313,692	1,016,778	313,512
Local Revenues	-	-	-	82,620	-
Fundraising and Grants	15,000	27,600	270,000	23,000	523,000
Total Revenue	**6,867,599**	**5,192,644**	**5,434,734**	**4,825,115**	**2,223,196**
Expenses					
Compensation and Benefits	3,816,328	2,792,393	2,602,407	2,363,317	1,052,319
Books and Supplies	338,916	380,477	295,241	259,073	195,881
Services and Other Operating Expenditures	2,697,515	2,291,320	2,702,292	2,133,557	942,794
Depreciation	184,856	12,578	4,267	13,160	-
Other Outflows	65,104	-	-	1,093	830
Total Expenses	**7,102,720**	**5,476,768**	**5,604,207**	**4,770,200**	**2,191,823**
Operating Income	**(235,121)**	**(284,124)**	**(169,474)**	**54,915**	**31,373**
Fund Balance					
Beginning Balance (Unaudited)	5,790,779	2,586,773	479,543	1,579,515	86,764
Audit Adjustment					
Beginning Balance (Audited)	5,790,779	2,586,773	479,543	1,579,515	86,764
Operating Income	(235,121)	(284,124)	(169,474)	54,915	31,373
Ending Fund Balance	**5,555,658**	**2,302,649**	**310,069**	**1,634,430**	**118,137**
Total Revenue Per ADA	18,118	15,337	20,093	17,140	23,926
Total Expenses Per ADA	18,739	16,177	20,719	16,944	23,588
Operating Income Per ADA	(620)	(839)	(627)	195	338
Fund Balance as a % of Expenses	78.22%	42.04%	5.53%	34.26%	5.39%

Voices
Proposed Budget
As of Apr FY2022

	Year 2 2022-23				
	Proposed Budget				
	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton
Key Assumptions					
Enrollment Breakdown					
TK	-	10	-	28	15
K	41	20	30	28	15
1	41	41	40	56	28
2	48	43	32	44	30
3	52	52	39	56	13
4	44	44	39	51	-
5	46	52	30	26	-
6	56	52	40	17	-
7	44	30	28	-	-
8	40	24	16	-	-
Total Enrolled	**412**	**368**	**294**	**306**	**101**
ADA %					
K-3	92.0%	92.0%	92.0%	92.0%	92.0%
4-6	92.0%	92.0%	92.0%	92.0%	
7-8	92.0%	92.0%	92.0%		
Average ADA %	**92.0%**	**92.0%**	**92.0%**	**92.0%**	**92.0%**
ADA					
K-3	167.4	152.7	129.7	195.0	92.9
4-6	134.3	136.2	100.3	86.5	-
7-8	77.3	49.7	40.5	-	-
Total ADA	**379.0**	**338.6**	**270.5**	**281.5**	**92.9**

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		Year 2 2022-23				
		Proposed Budget				
		Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton
REVENUE						
LCFF Entitlement						
8011	Charter Schools General Purpose Entitlement - State Aid	2,640,363	1,751,220	2,370,127	2,472,421	1,047,883
8012	Education Protection Account Entitlement	912,118	67,712	54,096	56,304	18,584
8096	Charter Schools in Lieu of Property Taxes	1,035,010	1,739,958	873,415	847,536	136,876
	SUBTOTAL - LCFF Entitlement	**4,587,491**	**3,558,890**	**3,297,638**	**3,376,261**	**1,203,343**
Federal Revenue						
8181	Special Education - Entitlement	43,174	41,933	35,285	23,692	7,483
8220	Child Nutrition Programs	111,148	167,220	86,080	96,811	55,458
8291	Title I	138,608	107,855	120,102	65,858	16,040
8292	Title II	16,792	15,149	13,492	8,849	5,700
8293	Title III	20,475	27,612	20,022	16,731	3,960
8294	Title IV	10,000	10,000	10,000	10,000	10,000
8297	PY Federal - Not Accrued	-	-	-	-	-
8298	Implementation Grant	-	-	-	-	-
8299	All Other Federal Revenue	718,126	200,348	268,422	104,516	84,700
	SUBTOTAL - Federal Revenue	**1,058,324**	**570,117**	**553,403**	**326,456**	**183,341**
Other State Revenue						
8319	Other State Apportionments - Prior Years	-	-	-	-	-
8381	Special Education (State)	227,747	221,202	186,134	124,976	39,475
8382	Special Education (ERMHS)	26,629	25,864	21,763	14,613	4,615
8520	Child Nutrition - State	7,939	18,580	6,149	6,915	3,961
8545	School Facilities Apportionments	122,166	298,019	319,582	283,500	109,788
8550	Mandated Cost Reimbursements	6,426	6,170	5,252	3,526	1,114
8560	State Lottery Revenue	90,263	80,624	64,411	67,040	22,128
8590	All Other State Revenue	602,614	43,580	417,401	272,209	88,431
8593	Expanded Learning Opportunities Program	123,000	342,000	293,000	244,000	44,000
	SUBTOTAL - Other State Revenue	**1,206,784**	**1,036,037**	**1,313,692**	**1,016,778**	**313,512**
Local Revenue						
8636	Uniforms	-	-	-	-	-
8660	Interest	-	-	-	-	-
8699	All Other Local Revenue	-	-	-	82,620	-
8721	CMO Fees Revenue	-	-	-	-	-
8738	Revenue Program 38	-	-	-	-	-
8797	All Other Financing Sources	-	-	-	-	-
	SUBTOTAL - Local Revenue	**-**	**-**	**-**	**82,620**	**-**
Fundraising and Grants						
8802	Donations - Private	-	-	245,000	-	515,000
8803	Fundraising	15,000	27,600	25,000	23,000	8,000
	SUBTOTAL - Fundraising and Grants	**15,000**	**27,600**	**270,000**	**23,000**	**523,000**
TOTAL REVENUE		**6,867,599**	**5,192,644**	**5,434,734**	**4,825,115**	**2,223,196**

Voices
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		Year 2 2022-23				
		Proposed Budget				
		Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton
EXPENSES						
Compensation & Benefits						
Certificated Salaries						
1100	Teachers Salaries	1,254,655	954,559	849,442	822,590	275,404
1103	Substitute/Flex	12,579	2,394	4,800	3,600	3,600
1111	Teacher - Elective	-	-	-	-	-
1148	Teacher - Special Ed	344,523	167,318	153,323	90,828	74,615
1200	Academic Coach	244,872	195,886	139,221	82,080	73,188
1300	Certificated Supervisor & Administrator Salaries	122,828	114,000	116,850	117,648	115,140
	SUBTOTAL - Certificated Salaries	**1,979,458**	**1,434,157**	**1,263,636**	**1,116,747**	**541,947**
Classified Salaries						
2100	Assoc. Teacher	165,738	118,746	151,859	161,804	48,639
2105	Special Ed AT	291,200	208,000	208,000	208,000	41,600
2200	Classified Support Salaries	59,837	49,354	61,095	61,813	76,913
2300	Classified Supervisor & Administrator Salaries	195,270	186,954	185,076	194,424	8,280
2400	Office Support Staff	253,238	142,580	137,908	131,553	101,725
2928	Other Classified - Food	45,551	40,506	17,200	45,551	17,510
2930	Other Classified - Maintenance/grounds	57,605	31,670	46,360	52,046	27,611
	SUBTOTAL - Classified Salaries	**1,068,438**	**777,810**	**807,499**	**855,192**	**322,278**
Employee Benefits						
3100	STRS	333,333	278,975	227,918	-	-
3300	OASDI-Medicare-Alternative	124,962	78,658	84,458	150,853	66,113
3400	Health & Welfare Benefits	225,715	170,191	160,956	159,141	86,728
3500	Unemployment Insurance	20,796	15,992	15,128	15,062	6,556
3600	Workers Comp Insurance	34,228	24,840	23,259	22,145	9,705
3900	Other Employee Benefits	29,399	11,770	19,554	44,177	18,991
	SUBTOTAL - Employee Benefits	**768,432**	**580,426**	**531,272**	**391,379**	**188,093**
Books & Supplies						
4100	Approved Textbooks & Core Curricula Materials	43,136	35,890	39,510	24,090	24,560
4315	Custodial Supplies	15,000	15,000	15,000	10,000	5,000
4320	Educational Software	30,588	30,588	30,588	22,225	20,275
4325	Instructional Materials & Supplies	15,685	17,985	10,085	9,685	6,850
4330	Office Supplies	15,000	17,000	16,600	7,000	9,270
4350	Uniforms	20,156	22,669	9,700	12,220	6,186
4410	Classroom Furniture, Equipment & Supplies	8,000	8,000	8,000	10,000	8,000
4420	Tech Hardware & Supplies	23,291	43,045	33,540	16,041	25,984
4430	Non Classroom Related Furniture, Equipment & Supplies	3,000	4,000	4,400	3,500	2,000
4710	Student Food Services	164,560	185,800	127,318	143,812	87,256
4720	Other Food	500	500	500	500	500
	SUBTOTAL - Books and Supplies	**338,916**	**380,477**	**295,241**	**259,073**	**195,881**
Services & Other Operating Expenses						
5210	Conferences and Related Travel	7,000	12,000	7,000	7,000	7,000
5215	Local Travel (Mileage, Parking, Tolls)	150	150	150	150	18,200
5305	Dues & Membership - Professional	4,030	3,970	3,300	2,410	760
5450	Insurance - Other	58,846	39,107	39,990	38,076	16,686
5515	Janitorial, Gardening Services	10,000	10,000	10,000	6,000	1,000
5535	Utilities - All Utilities	55,550	85,850	3,329	81,228	29,088
5605	Equipment Leases	13,000	24,100	29,000	18,500	10,000
5610	Rent	-	418,272	700,000	576,827	344,032
5615	Repairs and Maintenance - Building	12,000	15,000	140,000	20,000	9,500
5803	Accounting Fees	-	-	-	-	-
5809	Banking Fees	-	-	-	-	-
5812	Business Services	-	-	-	-	-
5815	Consultants - Instructional	63,405	136,895	63,325	60,965	1,010
5820	Consultants - Non-Instructional	10,652	8,600	9,485	22,718	7,932
5824	Authorizer Oversight Fees	45,875	35,589	32,976	34,100	12,154
5830	Field Trips	15,000	27,600	25,000	23,000	8,000
5833	Taxes, Fines, and Penalties	-	-	1,154	-	9,216
5836	Fingerprinting	839	283	318	1,089	372
5845	Legal Fees	-	-	-	2,046	-

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		Year 2 2022-23				
		Proposed Budget				
		Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton
5848	Tech Licenses & Software	9,627	10,223	9,396	7,696	5,492
5851	Marketing and Student Recruiting	2,000	2,000	2,000	2,000	2,000
5857	Payroll Fees	-	-	-	-	-
5858	CMO Fees Expense	1,164,942	878,058	878,005	802,314	289,033
5860	Printing and Reproduction	-	-	-	-	-
5861	Prior Yr Exp (not accrued	-	-	-	-	-
5863	Staff Development & Appreciation	59,400	40,450	50,000	30,000	29,200
5869	Special Education Contract Instructors	782,907	229,041	380,946	151,500	65,578
5872	Special Education Encroachment	18,880	18,338	15,499	12,012	5,928
5875	Staff Recruiting	11,200	11,200	1,200	1,200	1,200
5877	Student Activities	8,000	10,000	8,500	5,000	1,500
5878	Student Assessment	30,240	31,140	27,140	25,740	7,290
5881	Student Information System	12,540	11,370	10,590	8,800	3,030
5884	Substitutes	16,160	11,040	8,444	15,433	-
5887	Technology Services	19,616	19,545	24,487	14,404	15,227
5899	Contingency	263,657	200,000	221,058	161,848	41,365
5915	Postage and Delivery	2,000	1,500	-	1,500	1,000
	SUBTOTAL - Services & Other Operating Exp.	**2,697,515**	**2,291,320**	**2,702,292**	**2,133,557**	**942,794**
Depreciation Expense						
6900	Depreciation	184,856	12,578	4,267	13,160	-
	SUBTOTAL - Depreciation Expense	**184,856**	**12,578**	**4,267**	**13,160**	**-**
Other Outflows						
7438	Long term debt - Interest	65,104	-	-	1,093	830
	SUBTOTAL - Other Outflows	**65,104**	**-**	**-**	**1,093**	**830**
TOTAL EXPENSES		**7,102,720**	**5,476,768**	**5,604,207**	**4,770,200**	**2,191,823**