Voices College-Bound Language Academies

Board Meeting

Date and Time

Thursday June 29, 2023 at 5:00 PM PDT

Location

6840 Via Del Oro #160 San Jose, CA 95119
300 East 4th Street Austin, TX 78701
5168 Summerhill Dr. Oceanside, CA 92057
715 Hellyer Ave. San Jose, Ca 95111
14271 Story Rd. San Jose, Ca 95127
201 28th St, Richmond CA 94804
321 E. Weber St. Stockton CA95202
17000 Monterey Rd. Morgan Hill, CA 95037
41 Henderson Place, Palo Alto, CA 94306
1365 Locus St, Denver, CO 80220

Instructions For Presentations To The Board By Parents and Citizens
PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda. Members of the public may also address the Board on an agenda item before or during the Board's consideration of the item. Submitted comments may be read into the record to the extent practicable based upon factors such as the length of the agenda and available time. Comments received within the window of the board meeting whether read or not, will be shared with the board and noted in the minutes.
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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	Opening Items			
A.	Record Attendance		Servando Sandoval	
B.	Call the Meeting to Order		Servando Sandoval	
C.	Public Comment (on items not on the Agenda)		Servando Sandoval	
	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.			
D.	Welcome new CEO, Aldo Ramirez			
II.	**Consent Items**			
A.	Approve Minutes 6-15-23	Approve Minutes	Servando Sandoval	
B.	Approve Minutes 3-20-2023	Approve Minutes		
C.	2023-24 EPA Resolution & Spending Plan (for each Voices school)	Vote		
	Separate resolutions and spending plans for Flagship, MH, MP, Stockton and WCC.			
D.	Approval of Spending Plan for Arts, Music, and Instructional Materials (AMIM) Discretionary Block Grant - All Schools	Vote		
E.	Approve Contracts for 23-24 SY	Vote		
	MAP Greenhouse ANET			

		Purpose	Presenter	Time
F.	Adopt Revised Polices	Vote		

Anti-Nepotism
Intellectual Property Rights
Telework
Expense Reimbursment
Credit Card
Voices Gift Receiving Policy
Record Retention
Fiscal Policy
Annual Organizational Meting
Board Duties and Responsibilities: Delegation of Power
Public Records Request- Public Records Act Compliance

G.	Rescind Recommended Policies	Vote		

COVID-19 Face Covering and Return To Work Policy
Student Fees
Preventing Sexual Abuse
Faculty and Staff Complaint
Holiday, Vacation and Leaves
Personnel and Benefits
Communication and Technology
Health and Safety Requirements
Standards of Conduct Policy
Payroll, Work Hours and Compensation
Conditions of Employment-
External Communication
Procurement Policy
Top Level Position Compensation
Employee Loan

H.	Approve Voices Academies Employee Handbook for 23-24	Vote		

III. 23-24 Local Indicators Review and LCAP Approval

		Purpose	Presenter	Time
A.	"Flagship" (FS) Review of Local Indicators and 23-24 LCAP Approval	Vote		

Local indicator results must be reported to the local governing board/body on or before July 1, at the same meeting at which the LCAP is adopted.

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 15, 2023.

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

B.	Morgan Hill (MH) Review of Local Indicators and 23-24 LCAP Approval	Vote		

Local indicator results must be reported to the local governing board/body on or before July 1, at the same meeting at which the LCAP is adopted.

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 15, 2023.

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

C.	Mount Pleasant (MP) Review of Local Indicators and 23-24 LCAP Approval	Vote		

Local indicator results must be reported to the local governing board/body on or before July 1, at the same meeting at which the LCAP is adopted.

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 15, 2023.

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

D.	West contra Costa (WCC) Review of Local Indicators and 23-24 LCAP Approval	Vote		

Local indicator results must be reported to the local governing board/body on or before July 1, at the same meeting at which the LCAP is adopted.

		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 15, 2023. The Board must subsequently approve these plans to be compliant with current law.			
E.	Stockton (ST) Review of Local Indicators and 23-24 LCAP Approval Local indicator results must be reported to the local governing board/body on or before July 1, at the same meeting at which the LCAP is adopted. 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 15, 2023. The Board must subsequently approve these plans to be compliant with current law.	Vote		

IV. Finance/Budget

A.	Overview of Morgan Hill School Construction Project	FYI		
B.	Resolution: Short-Term Loan Agreement between Voices College-Bound Language Academy and Voices College-Bound Language Academy at Mt. Pleasant	Vote	Dena Koren	
C.	Resolution: Short-Term Loan Agreement between Voices College-Bound Language Academy and Voices College-Bound Language Academy at Stockton	Vote	Dena Koren	
D.	Resolution: Financial Support for Voices College-Bound Language Academy at WCC	Vote	Dena Koren	
E.	2023-24 Budget – Review, discussion and approval of budget for the 23-24 school year (each school separately) Voices Flagship Voices Morgan Hill Voices Mount Pleasant	Vote	Dena Koren	

		Purpose	Presenter	Time
	Voices West Contra Costa Voices Stockton			
F.	Cash Management Services Resolutions for Voices College-Bound Language Academies	Vote		

V. Board Business

A.	Verification of Elgibility for Assignment in a Transitational Kindergarten Classroom Alma Amanza -Morgan Hill Jenifer De la Fuente- FS Angelica Rodrigurez- WCC	Vote		
B.	Periodic review of Voices ESSER III Safe Return to In-person Instruction and Continuity of Services Plan for Voices FS, MP, MH, WCC, and ST	FYI		

In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account.

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly $122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds.

C.	Determine 23-24 Board Meeting Dates	Discuss		

VI. Closed Session

A.	Anticipated Litigation (Pursuant to Gov. Code§ 54956.9(d)(1)	Discuss		

		Purpose	Presenter	Time
B.	Conference with Real Property Negotiators (Gov. Code § 54956.8)	Discuss		
C.	CEO Employee Performance Evaluation	Discuss		
VII.	**Reconvene Open Session**			**5:00 PM**
A.	Report on action taken in closed session	FYI	Servando Sandoval	1 m
VIII.	**Closing Items**			**5:01 PM**
A.	Adjourn Meeting	Vote	Servando Sandoval	

Coversheet

Approve Minutes 6-15-23

Section: II. Consent Items
Item: A. Approve Minutes 6-15-23
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on June 15, 2023

APPROVED

Voices College-Bound Language Academies

Minutes

Board Meeting

Date and Time
Thursday June 15, 2023 at 4:45 PM

Location
6840 Via Del Oro #160 SJ, CA 95119
5168 Summerhill Dr, Oceanside, CA 92057
300 East 4th Street Austin, TX 78701
1365 Locust St. Denver CO, 80220
4313 Miranda Avenue Palo Alto CA 94306

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Directors Present
A. Miller, I. Connell (remote), J. Arciga, J. Nguyen (remote), K. Wisckol (remote), P. Carreño, S. Sandoval

Directors Absent
None

Directors who left before the meeting adjourned
K. Wisckol

Non Voting Members Present
F. Teso

Guests Present
D. Koren (remote), L. Ramirez

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 Thursday Jun 15, 2023 at 4:53 PM.

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

No public comments.

II. Public Hearing to Review Local Control Accountability Plan (LCAP)

A. Annual Update for Developing the 2023-24 Local Control and Accountability Plans

Marie Moore, Voices Growth & Communication Officer presented LCAP overview.

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.

III. Public hearing for Arts, Music, and Instructional Materials (AMIM) Discretionary Block Grant

A. AMIM for All Voices Schools (MP, MH, ST, FS, WCC)

Joshua Kemp from EdTec discussed discretionary block grant (AMIM) for all Voices schools.
No public comment.

IV. Board Business

A. Review of Comparable Compensation Data for Charter School CEOs/Executive Directors/Heads of School

F.Teso presented a review of Comparable Compensation Data for Charter School CEOs/Executive Directors/Heads of School/Superintendents.
The Board asked questions.

V. Closed Session

A. Public Employment Gov. Code § 54957 Title: Chief Executive Officer

Closed session adjourned at 5:26 PM.

VI. Reconvene Open Session

A. Report on action taken in closed session

Open session reconvened at 5:51 PM. No actions taken during closed session.

VII. Board Business

A. Oral report of executive compensation paid to the CEO

S.Sandoval presented report of executive compensation paid to the CEO.

B. Approval of Employment Agreement for CEO

K. Wisckol made a motion to approve employment agreement for CEO.
P. Carreño seconded the motion.

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

Roll Call

K. Wisckol	Aye
S. Sandoval	Aye
J. Arciga	Aye
A. Miller	Aye
I. Connell	Aye
P. Carreño	Aye
J. Nguyen	Aye

VIII. Board Business

A. Approve Declaration(s) of Need

P. Carreño made a motion to Declaration of Need.
A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Aye
J. Nguyen	Aye
I. Connell	Aye
S. Sandoval	Aye
P. Carreño	Aye
K. Wisckol	Aye
J. Arciga	Aye

B. Use of Information Learned from Social Media Policy

A. Miller made a motion to approve Use of Information Learned from Social Media Policy.
I. Connell seconded the motion.
The board asked questions and discussed policy.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sandoval	Aye
J. Nguyen	Aye
K. Wisckol	Absent
J. Arciga	Aye
A. Miller	Aye
I. Connell	Aye
P. Carreño	Aye

K. Wisckol left.

IX. Consent Items

A. Approve Minutes

I. Connell made a motion to approve minutes.
A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

K. Wisckol	Absent
A. Miller	Aye
S. Sandoval	Aye
I. Connell	Aye
P. Carreño	Aye
J. Nguyen	Aye
J. Arciga	Aye

I. Connell made a motion to approve the minutes from Board Meeting on 06-05-23.
A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sandoval	Aye
A. Miller	Aye
P. Carreño	Aye
I. Connell	Aye
K. Wisckol	Absent
J. Arciga	Aye
J. Nguyen	Aye

B. Approve 2023-2024 Academic and Operations Calendar for MH, FM, MP, WCC and Stockton

I. Connell made a motion to approve 2023-2024 Academic and Operations Calendar for MH, FM, MP, WCC and Stockton.
A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Arciga	Aye
K. Wisckol	Absent
P. Carreño	Aye
J. Nguyen	Aye
A. Miller	Aye
S. Sandoval	Aye
I. Connell	Aye

C. Approve Contracts for 23-24

I. Connell made a motion to approve contracts for 23-24.
A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Arciga	Aye
S. Sandoval	Aye
J. Nguyen	Aye
P. Carreño	Aye
K. Wisckol	Absent
I. Connell	Aye
A. Miller	Aye

D. Approve New Policies

I. Connell made a motion to approve new policies.
A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sandoval	Aye
J. Arciga	Aye
K. Wisckol	Absent
J. Nguyen	Aye
A. Miller	Aye
P. Carreño	Aye
I. Connell	Aye

E. Approve Policy Revisions

I. Connell made a motion to approve policy revisions.
A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Aye
I. Connell	Aye
J. Nguyen	Aye
J. Arciga	Aye
S. Sandoval	Aye
P. Carreño	Aye
K. Wisckol	Absent

F. Approve Rescindment of Polices

F.Teso made a motion to pull item F. from the agenda, to be added to the next board meeting.
The board accepted the motion.

G. Approve the 23-24 Family Handbook

I. Connell made a motion to approve the 23-24 Family Handbook.

A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sandoval	Aye
P. Carreño	Aye
J. Nguyen	Aye
J. Arciga	Aye
A. Miller	Aye
I. Connell	Aye
K. Wisckol	Absent

X. Closing Items

A. Adjourn Meeting

P. Carreño made a motion to adjourn meeting.
J. Arciga seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

I. Connell	Aye
A. Miller	Aye
S. Sandoval	Aye
J. Nguyen	Aye
P. Carreño	Aye
J. Arciga	Aye
K. Wisckol	Absent

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:11 PM.

Respectfully Submitted,
L. Ramirez

Coversheet

Approve Minutes 3-20-2023

Section: II. Consent Items
Item: B. Approve Minutes 3-20-2023
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on March 20, 2023

APPROVED

Voices College-Bound Language Academies

Minutes

Special Board Meeting

Date and Time
Monday March 20, 2023 at 5:00 PM

Location
Alternative locations:
1777 N. Palm Canyon Dr, Palm Springs, CA 92262
328 Bryant St, Palo Alto, CA 94301
5168 Summerhill Dr, Oceanside, CA 92057
225 W. Santa Clara St., Suite 1500 San Jose, CA 95113
4313 Miranda Ave, Palo Alto, CA 94306
10901 W. 120th Ave, Suite 450, Broomfield, CO 80021
17800 Crest Ave, Morgan Hill, CA 95037
715 Hellyer Ave. SJ, CA 95111
14271 Story Rd. SJ, CA 95127
201 28th St. Richmond, CA 94804
321 East Weber Ave. Stockton, CA 95202
17720 Peak Ave. Morgan Hill, CA 95037

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SUBMIT PUBLIC COMMENT: http://bit.ly/voices-public-comment
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Directors Present
A. Miller (remote), I. Connell (remote), J. Arciga (remote), J. Nguyen (remote), K. Wisckol (remote), P. Carreño (remote), S. Sandoval (remote)

Directors Absent
None

Non Voting Members Present
F. Teso (remote)

I. Opening Items

A. Record Attendance and Guests

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 Monday Mar 20, 2023 at 5:04 PM.

C. Approve Order of Agenda

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

Roll Call

A. Miller	Aye
K. Wisckol	Aye
I. Connell	Aye
S. Sandoval	Aye
P. Carreño	Aye
J. Nguyen	Aye
J. Arciga	Aye

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

MP one public comment

II. Consent Agenda

A. Approve Minutes

K. Wisckol made a motion to approve the minutes from Board Meeting on 03-02-23.
P. Carreño seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

I. Connell	Aye
S. Sandoval	Aye
J. Nguyen	Aye
K. Wisckol	Aye
P. Carreño	Aye
A. Miller	Aye
J. Arciga	Aye

B. Approve ERATE Category 2 contracts for Voices Academies and Voices Morgan Hill and Stockton

K. Wisckol made a motion to approve consent agenda.
P. Carreño seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Nguyen	Aye
S. Sandoval	Aye
A. Miller	Aye
I. Connell	Aye
K. Wisckol	Aye
P. Carreño	Aye
J. Arciga	Aye

III. Board Business

A. Approve J-13 A for Voices Stockton

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

Roll Call

K. Wisckol	Aye
I. Connell	Aye
J. Arciga	Aye
J. Nguyen	Aye
S. Sandoval	Aye
A. Miller	Aye

Roll Call

P. Carreño Aye

IV. Closing Items

A. Adjourn Meeting

A. Miller made a motion to adjourn.

K. Wisckol seconded the motion.

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

Roll Call

I. Connell Aye

J. Nguyen Aye

J. Arciga Aye

S. Sandoval Aye

A. Miller Aye

K. Wisckol Aye

P. Carreño Aye

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

Respectfully Submitted,

F. Teso

Coversheet

2023-24 EPA Resolution & Spending Plan (for each Voices school)

Section: II. Consent Items
Item: C. 2023-24 EPA Resolution & Spending Plan (for each Voices school)
Purpose: Vote
Submitted by:
Related Material:
Voices - Franklin McKinley - EPA Resolution and Spending Plan FY23-24.pdf
Voices - West Contra Costa - EPA Resolution and Spending Plan FY24.pdf
Voices - Stockton - EPA Resolution and Spending Plan FY23-24.pdf
Voices - Mt. Pleasant - EPA Resolution and Spending Plan FY23-24.pdf
Voices - Morgan Hill - EPA Resolution and Spending Plan FY23-24.pdf

Voices College Bound 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 the Voices College Bound 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 Academy.

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

DATED: June 29, 2023

_____
Board Secretary or Chairperson

	Object Codes	Voices College Bound Academy
Amount Available for this Fiscal Year		
Education Protection Account	8012	$1,062,782
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$1,062,782
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		**$1,062,782**

*Estimated EPA Spending based on FCMAT LCFF assumptions per the May Revision to the Governor's Proposed State Budget.

Voices College Bound Academy – West Contra Costa
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 the Voices College Bound Academy – West Contra Costa 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 Academy – West Contra Costa.

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

DATED: June 29, 2023

_____
Board Secretary or Chairperson

	Object Codes	Voices College Bound Academy - West Contra Costa
Amount Available for this Fiscal Year		
Education Protection Account	8012	$59,706
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$59,706
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		**$59,706**

*Estimated EPA Spending based on FCMAT LCFF assumptions per the May Revision to the Governor's Proposed State Budget.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

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

DATED: June 29, 2023

_____
Board Secretary or Chairperson

	Object Codes	Voices College Bound Academy - Stockton
Amount Available for this Fiscal Year		
Education Protection Account	8012	$29,202
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$29,202
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		**$29,202**

*Estimated EPA Spending based on FCMAT LCFF assumptions per the May Revision to the Governor's Proposed State Budget.

Voices College Bound Academy – Mt. 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 the Voices College Bound Academy – Mt. 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 Academy – Mt. Pleasant.

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

DATED: June 29, 2023

_____
Board Secretary or Chairperson

	Object Codes	Voices College Bound Academy - Mt. Pleasant
Amount Available for this Fiscal Year		
Education Protection Account	8012	$62,868
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$62,868
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		**$62,868**

*Estimated EPA Spending based on FCMAT LCFF assumptions per the May Revision to the Governor's Proposed State Budget.

Voices College Bound Academy – 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 the Voices College Bound Academy – 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 Academy – Morgan Hill.

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

DATED: June 29, 2023

_____
Board Secretary or Chairperson

	Object Codes	Voices College Bound Academy - Morgan Hill
Amount Available for this Fiscal Year		
Education Protection Account	8012	$61,938
Expenditures		
Certificated Salaries	1000s	
Teacher Salaries	1100	$61,938
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		**$61,938**

*Estimated EPA Spending based on FCMAT LCFF assumptions per the May Revision to the Governor's Proposed State Budget.

Coversheet

Approval of Spending Plan for Arts, Music, and Instructional Materials (AMIM) Discretionary Block Grant - All Schools

Section: II. Consent Items
Item: D. Approval of Spending Plan for Arts, Music, and Instructional Materials (AMIM) Discretionary Block Grant - All Schools
Purpose: Vote
Submitted by:
Related Material: VoicesMHArtsMusicInstrcMat Expenditures.pdf
VoicesMPArtsMusicInstrcMat Expenditures.pdf
VoicesSTKNArtsMusicInstrcMat Expenditures.pdf
VoicesWCCArtsMusicInstrcMat Expenditures.pdf

Voices College Language Academy - Morgan Hill

Arts, Music, and Instructional Materials Discretionary Block Grant Plan

2022-2026

Local Educational Agency (LEA) Name	Total Grant Allocation
Voices College Language Academy - Morgan Hill	$ 226,672

Expenditure Plan	Description	2022-23	2023-24	2024-25	2025-26
Operational Costs	EX: STRS, social security, and Medicare relief, healthcare cost increases	26,077	26,077	30,592	30,592
Standards-Aligned Instructional Materials and PD	EX: materials for arts, world languages, mathematics, science, English language arts, social science	26,077	26,077	30,592	30,592
Improving School Climate	EX: instructional materials and PD for improving school climate, including antibias, media literacy, PE, and learning through play	-	-	-	-
Diverse, Culturally Relevant and Multilingual Libraries	EX: obtaining culturally relevant texts, developing diverse book collections	-	-	-	-
COVID-19 Safety	EX: new ventilation, personal protective equipment, masks, etc.	-	-	-	-
TOTAL		52,153	52,153	61,183	61,183

* Note: Amount is based on original 22-23 state allocation. Amounts may vary based on state budget updates.

Voices College Bound Language Academies - Mount Pleasant

Arts, Music, and Instructional Materials Discretionary Block Grant Plan

2022-2026

Local Educational Agency (LEA) Name	Total Grant Allocation
Voices College Bound Language Academies - Mount Pleasant	$ 190,738

Expenditure Plan	Description	2022-23	2023-24	2024-25	2025-26
Operational Costs	EX: STRS, social security, and Medicare relief, healthcare cost increases	66,758	-	-	-
Standards-Aligned Instructional Materials and PD	EX: materials for arts, world languages, mathematics, science, English language arts, social science	123,980	-	-	-
Improving School Climate	EX: instructional materials and PD for improving school climate, including antibias, media literacy, PE, and learning through play	-	-	-	-
Diverse, Culturally Relevant and Multilingual Libraries	EX: obtaining culturally relevant texts, developing diverse book collections	-	-	-	-
COVID-19 Safety	EX: new ventilation, personal protective equipment, masks, etc.	-	-	-	-
TOTAL		190,738	-	-	-

* Note: Amount is based on original 22-23 state allocation. Amounts may vary based on state budget updates.

Voices College Bound Language Academy - Stockton

Arts, Music, and Instructional Materials Discretionary Block Grant Plan

2022-2026

Local Educational Agency (LEA) Name	Total Grant Allocation
Voices College Bound Language Academy - Stockton	$ 40,451

Expenditure Plan	Description	2022-23	2023-24	2024-25	2025-26
Operational Costs	EX: STRS, social security, and Medicare relief, healthcare cost increases	-	-	-	-
Standards-Aligned Instructional Materials and PD	EX: materials for arts, world languages, mathematics, science, English language arts, social science	12,409	12,409	7,817	7,817
Improving School Climate	EX: instructional materials and PD for improving school climate, including antibias, media literacy, PE, and learning through play	-	-	-	-
Diverse, Culturally Relevant and Multilingual Libraries	EX: obtaining culturally relevant texts, developing diverse book collections	-	-	-	-
COVID-19 Safety	EX: new ventilation, personal protective equipment, masks, etc.	-	-	-	-
TOTAL		12,409	12,409	7,817	7,817

* Note: Amount is based on original 22-23 state allocation. Amounts may vary based on state budget updates.

Voices College Language Academy - West Contra Costa

Arts, Music, and Instructional Materials Discretionary Block Grant Plan

2022-2026

Local Educational Agency (LEA) Name	Total Grant Allocation
Voices College Language Academy - West Contra Costa	$ 128,066

Expenditure Plan	Description	2022-23	2023-24	2024-25	2025-26
Operational Costs	EX: STRS, social security, and Medicare relief, healthcare cost increases	-	-	-	-
Standards-Aligned Instructional Materials and PD	EX: materials for arts, world languages, mathematics, science, English language arts, social science	39,287	39,287	24,746	24,746
Improving School Climate	EX: instructional materials and PD for improving school climate, including antibias, media literacy, PE, and learning through play				-
Diverse, Culturally Relevant and Multilingual Libraries	EX: obtaining culturally relevant texts, developing diverse book collections	-	-	-	-
COVID-19 Safety	EX: new ventilation, personal protective equipment, masks, etc.	-	-	-	-
TOTAL		39,287	39,287	24,746	24,746

* Note: Amount is based on original 22-23 state allocation. Amounts may vary based on state budget updates.

Coversheet

Approve Contracts for 23-24 SY

Section: II. Consent Items
Item: E. Approve Contracts for 23-24 SY
Purpose: Vote
Submitted by:
Related Material:
Voices College-Bound Language Academies_2023-2024 Program Agreement_5.16.23.pdf
23-0607 Voices_GE3 Partnership Agreement_E3+.pdf

Program Agreement

This Program Agreement (this "Agreement") is between The Achievement Network, LTD., a Massachusetts nonprofit corporation with a principal place of business at 177 Huntington Ave, Suite 1703, PMB 74520, Boston, Massachusetts 02115-3153 ("ANet") and the Partner listed below ("Partner"). Each of ANet and Partner may be referred to herein individually as a "Party" or collectively as the "Parties." This Agreement includes, collectively, (1) this Cover Sheet, (2) the attached Program Description Page, (3) the attached Partner Data Page, and (4) the attached Standard Terms and Conditions.

Partner: Voices College-Bound Language Academies
Address: 6840 Via del Oro, San Jose, CA 95119
Phone: (408) 361-1960
Invoicing Contact: Lydia Centeno / ltcenteno@voicescharterschool.com

Effective Date: The earlier of (a) the date this Agreement is last signed below, and (b) the provision of services by ANet to Partner hereunder.

Program Dates: July 1, 2023 - June 30, 2024

Fees and Payment Schedule:

School Program Fee:	$80,000.00
Total Fees:	$80,000.00
ANet One-Time Subsidy*:	($6,000.00)
Total Payment:	**$74,000.00**

Payment Information

50% of fees due by August 15, 2023	$37,000.00
50% of fees due by September 15, 2023	$37,000.00

*Partner acknowledges that the ANet One-time subsidy applies to Voices Stockton only for the 2023-2024 school year.

Each of the Parties has caused this Agreement to be executed on its behalf by its duly authorized representatives as of the Effective Date and agrees that an electronic signature of a duly authorized representative constitutes a valid signature for such Party.

PARTNER

DocuSigned by:

By: Lydia Centeno
4407C6050166472...

Print Name: Lydia Centeno

Title: Director of Professional Development

Date: 5/18/2023

THE ACHIEVEMENT NETWORK, LTD.

DocuSigned by:

By: Kathryn Walton
BF4BE18A61A542B...

Print Name: Kathryn Walton

Title: Executive Director, Partnerships

Date: 5/18/2023

ANet ACHIEVEMENT NETWORK Learning. Together.

Program Agreement

Program Description

Program Description: ANet will provide:

1. **ONLINE PLATFORM**
   Access for every teacher and administrator to ANet's proprietary online platform, myANet, containing
   a. RESOURCES
      i. Planning – Resources, protocols and templates to facilitate planning, including the ANet Schedule of Assessed Standards, Standards and Objectives Guides aligned to rigorous learning standards, and example lesson or instructional plans
      ii. Professional Learning materials - sessions, videos, and virtual learning modules that provide guidance on planning from texts and standards and teaching and learning cycle practices
      iii. Platform materials - screencasts and guides to using features found on myANet
   b. ASSESSMENT MATERIALS
      i. Up to 2 diagnostic assessments in Mathematics for the following grades (those selected):

☑ 2	☑ 6	☑ Algebra I
☑ 3	☑ 7	☐ Algebra II
☑ 4	☑ 8	☑ Geometry
☑ 5		

      ii. Up to 1 reading fluency diagnostic assessment in ELA for the following grades (those selected):

☑ 2	☑ 6	☐ 9
☑ 3	☑ 7	☐ 10
☑ 4	☑ 8	☐ 11
☑ 5		

      iii. Up to 4 regularly scheduled interim assessments in Mathematics for the following grades (those selected):

☑ 2	☑ 6	☑ Algebra I
☑ 3	☑ 7	☐ Algebra II
☑ 4	☑ 8	☑ Geometry
☑ 5		

      iv. Up to 4 regularly scheduled interim assessments in English Language Arts for the following grades (those selected):

☑ 2	☑ 6	☐ 9*
☑ 3	☑ 7	☐ 10*
☑ 4	☑ 8	☐ 11*
☑ 5		

      **Up to 3 regularly scheduled interim assessments are available for grades 9,10,and 11*
      v. Quiz Tool access – Re-assessment tool for teachers
   c. REPORTING AND ANALYSIS
      i. Online Reports containing analysis of scheduled interim assessment results (the "Reports"), which include:
         1. Partner student summaries by whole school, class, grade and student level
         2. Item analysis by grade

3. Partner Network comparisons available through https://my.achievementnetwork.org. "Partner's Network" includes all schools sharing the same Schedule of Assessed Standards as Partner".
4. Online Quiz Tool Reports containing Quiz Tool results at the class and student level

5. Math Diagnostics reporting

2. INTERIM ASSESSMENT LOGISTICS AND SUPPORT

a. Electronic delivery for all assessments materials and answer sheets
   i. Coordinating set-up for access to online assessments including login-ins
   ii. Scoring for machine scored portions of assessments
b. Logistics training for key personnel
c. Ongoing support via phone and email with our Program Operations Teams

3. PARTNER RESPONSIBILITIES

a. Partner will work with its information technology team to ensure that emails from 'achievementnetwork.org' are not blocked or filtered as spam.
b. Partner will provide to ANet within six (6) weeks of the beginning of the applicable school year teacher information for all ANet-involved teachers, including (1) name, (2) grade and subject taught, and (3) email address, updated as necessary to reflect changes in the staffing structure.
c. Partner will provide to ANet by the end of the applicable calendar year school-level targets for state assessments.

4. PARTICIPATING SCHOOLS

School	Service Model	Program Fee
Voices Contra Costa	Tools Only	$16,000.00
Voices Franklin McKinley	Tools Only	$16,000.00
Voices Mount Pleasant	Tools Only	$16,000.00
Voices Morgan Hill	Tools Only	$16,000.00
Voices Stockton	Tools Only	$16,000.00
	TOTAL	**$80,000.00**

Program Agreement **Partner Data Page**

Partner Data:

Partner will provide the following information:

1. **For the year prior to the Program Start Date, and all years during the Program (Optional):**
    a. *To be provided when available:*
        i. State assessment outcomes (1) by student, including student demographic information, scaled scores, and proficiency levels, and (2) by grade, including number of students at each proficiency band and total number of students tested.
    b. *To be provided by the end of the applicable calendar year, or when available:*
        i. School-level demographics, including (1) total enrollment, (2) percentage of students in each race/ethnic category, (3) percentage ELL/FEP/LEP/NEP, (4) percentage special education/students with disabilities, (5) percentage FRL, and (6) Title I status.
2. **For all years during the Program:**
    a. *To be provided within six (6) weeks of the beginning of the applicable school year*:
        i. Required Student information, including (1) first name, (2) last name, (3) birthdate or SASID, (4) grade. This information should be updated regularly within the online platform to reflect changes in the student body.
        ii. Required Enrollment information, including (1) class name, (2) subject, (3) teacher first name, (4) teacher last name, (5) teacher email for access to myANet
        iii. Optional Student Information, including (1) race/ethnicity, (2) FRL, ELL/FEP/LEP/NEP, special education status

Program Agreement

Standard Terms And Conditions

BACKGROUND

ANet offers a program consisting of educational services and materials, including an online platform (the "Platform"), curriculum and teaching resources, assessment materials, assessment analysis, training and coaching and network events, as described on the Program Description Page (collectively, the "Program"). Partner desires to use the Program in accordance with the terms and conditions set forth herein.

1. **THE PROGRAM**

1.1 Program: ANet agrees to implement the Program for Partner during the Term. Partner agrees to commit the resources and personnel necessary to fully participate in the Program.

1.2 Use Rights: Subject to the terms of this Agreement and effective as of the Program Start Date (as defined on the Cover Sheet), ANet hereby grants to Partner the following use rights, during the Term:

(a) *Access to the Platform:* a non-exclusive, non-transferable right to access and use the Platform, solely for Partner's internal education-related purposes in connection with the implementation of the Program.

(b) *Assessment Materials:* a non-exclusive, non-transferable license to use, reproduce and distribute solely to Permitted Users (as defined below) the Assessment Materials (as defined on the Program Description Page) provided to Partner during the Program, solely for Partner's internal education-related purposes in connection with the implementation of the Program.

(c) *Resources:* a non-exclusive, non-transferable license to use and reproduce in hard copy form the Resources (as defined on the Program Description Page) provided to Partner during the implementation of the Program, solely for Partner's internal, informational purposes related to Partner's educational mission.

(d) *Other Downloadable Content:* with respect to such additional content and materials that are owned by or licensed to ANet and made available for download by Partner through proper use of the Platform (collectively, "Additional Content", and together with the Assessment Materials and Resources, "ANet Content"), a non-exclusive, non-transferable license to download a copy of any portion of such Additional Content, and use such Additional Content solely for Partner's internal education-related purposes in connection with the implementation of the Program.

1.3 Permitted Users. "Permitted Users" shall mean Partner's personnel who have a professional need to know or need to access the Platform and ANet Content in connection with the implementation of the Program. ANet will either issue to Partner or authorize a Partner administrator to create and issue to each Permitted User, a user identification number and/or password for access to and use of the Platform. Partner and its Permitted Users are responsible for maintaining the confidentiality of all user identification numbers and/or passwords and for ensuring that each user identification number and/or password is used only by the Permitted User to which it was issued. Partner shall be solely responsible for the Permitted Users' compliance with this Agreement, and for any and all activities that occur under Partner's account. Partner will restrict Permitted Users from sharing passwords. Partner will immediately notify ANet of any unauthorized use of Partner's account or any user identification number and/or password, or any other breach of security known to Partner. Partner will ensure that it has obtained any and all necessary and appropriate consents from students and parents to (a) provide student personally identifying information to ANet, and (b) establish student accounts and student access to the Platform. ANet will have no liability for any liability arising from Partner's failure to comply with the terms set forth in this Section.

1.4 Restrictions. The rights and licenses set forth in Section 1.2 are granted subject to the following restrictions:

(a) The Platform and ANet Content shall be used or accessed only by Permitted Users during the Term (as defined below);

(b) Results of the Assessment Materials may not be used for the purposes of evaluating or determining the employment status of personnel of Partner;

(c) Partner shall not, directly or indirectly, and Partner shall not encourage or assist, or knowingly permit any User to: (i) reverse engineer, decompile, disassemble or otherwise attempt to discover the object code or source code of the Platform; (ii) modify, translate, or create derivative works based on any element of the Program or the Platform; (iii) license, sublicense, sell, resell, rent, lease, distribute, assign, or transfer its rights to use the Platform or any elements of the Program, or otherwise commercially exploit or make available to any third party any portion of the Platform or Program; (iv) use the Program for timesharing purposes, to process data on behalf of third parties, or otherwise for the benefit of any person or entity other than for the benefit of Partner and Permitted Users at Partner's facility; (v) remove any proprietary notices from any materials furnished or made available to Partner; (vi) publish any evaluation of the Platform without ANet's prior written consent; (vii) use the Platform for any purpose other than its intended purpose; (viii) use or access the Platform from or for the benefit of any facility or location other than the Partner's primary facility; (ix) circumvent or otherwise interfere with any user authentication or security of the Platform, or disrupt the integrity or performance of the Platform; (x) attempt to gain unauthorized access to the Platform or its related systems or networks or any ANet Content; or (xi) use the Platform to store or transmit infringing, libelous, or otherwise unlawful or tortuous content or material, or to store or transmit content or material in violation of any rights of any third party.

1.5 Ownership; Reservation of Rights. Subject only to the rights expressly granted to Partner under this Agreement, as between ANet and Partner, all rights, title and interest in and to the Platform and the ANet Content, and any other ANet materials furnished or made available hereunder, and all modifications and enhancements thereof, including all copyright rights, patent rights and other intellectual property rights in each of the foregoing, will remain with and belong exclusively to ANet or ANet's licensors and providers, as applicable.

1.6 Feedback. The Parties acknowledge that Partner or Permitted Users may, from time to time, provide to ANet ideas, feedback and suggestions about the Platform (collectively, "Feedback"). ANet and its licensors and providers shall be free to use such Feedback as they see fit without obligation of any kind to Partner.

2. PARTNER MATERIALS; PARTNER DATA; PARTNER GENERATED CONTENT

2.1 Partner Materials and Partner Data. "Partner Materials" means any and all information or materials provided to ANet by Partner in connection with the implementation of the Program, including, without limitation, the Partner Data and student performance results on the scheduled interim assessments (as defined on the Partner Data Page).

2.2 Provision of Partner Materials. Partner agrees to provide ANet with all Partner Materials necessary or desirable for ANet to implement the Program, including without limitation the Partner Data. Such Partner Materials shall be provided promptly when requested or otherwise agreed by the Parties, provided that the Partner Data shall be provided in accordance with the timing set forth on the Partner Data Page. Partner acknowledges that timely provision of such Partner Materials is essential to the success of the Program. Partner represents to ANet that it has all necessary rights to provide such Partner Materials (including the Partner Data) to ANet.

2.3 Access to Partner Data Through State and Other Agencies. Partner agrees to allow relevant agencies, including but not limited to the state education agency or local education agency to directly release registration, demographic and performance data for Partner to ANet.

2.4 License to Partner Materials. Subject to the terms and conditions of this Agreement, Partner hereby grants to ANet a worldwide, non-exclusive, irrevocable, assignable, royalty-free, perpetual license to use, reproduce, distribute, display and create derivative works of Partner Materials in connection with the implementation of the Program.

2.5 Reports. Partner acknowledges and agrees that Partner Data, and the student performance on the scheduled interim assessments at the grade, school and organizational level, may be disclosed, published, distributed and otherwise used by ANet in Reports (as defined on the Program Description Page) provided to Partner. Such Reports shall comply at all times with Section 5 of this Agreement, as well as with the Family Educational Rights and Privacy Act of 1974 ("FERPA").

2.6 Use of Partner Materials. Except as otherwise set forth in this Agreement, ANet shall not use, disclose or distribute to third parties Partner Materials other than (a) as part of Aggregated Data, (b) to its subcontractors who require such information in connection with the implementation of the Program, (c) to third parties for research and evaluation purposes, or (d) for its own internal professional development or evaluative purposes to help improve ANet products and services. For clarity, the results of any research

described in the foregoing clause (c) may be disclosed, published, distributed and otherwise used by ANet without restriction, provided that Partner Materials is not revealed in such disclosure, publication, distribution or use other than as part of Aggregated Data. Partner hereby grants to ANet and its subcontractors a non-exclusive, perpetual, irrevocable, worldwide, royalty-free, fully paid license to use, reproduce, modify and distribute the Partner Materials and Input Data in connection with the uses described in the foregoing clauses (a)-(d).

2.7 Student Records. With respect to any access by ANet to any "Education Records" (as such term is defined in FERPA held by Partner under or in connection with this Agreement, ANet shall be acting as a legal agent and shall be deemed to be a "school official" (as such term is defined under FERPA) of Partner. As between the Parties, any Education Records protected by FERPA submitted to ANet by Partner in connection with this Agreement shall be deemed the Confidential Information of Partner subject to Section 5. ANet agrees not to disclose any FERPA protected Education Record to any third party except as permitted by FERPA or as authorized or permitted by Partner or this Agreement. ANet will implement or cause to be implemented technical and administrative security measures to protect the confidentiality, integrity and security of the Education Records as further detailed in Section 2.10 below.

2.8 Data Security. ANet certifies that it and, after reasonable investigation, diligence and inquiry, its vendors, consultants, contractors and other parties engaged by ANet in contact with Partner Materials have established, implemented, and will maintain comprehensive information security programs detailing administrative, technical, and physical safeguards designed to ensure the security and confidentiality of Partner Materials, protect against anticipated threats or hazards to the security and integrity of Partner Materials, protect against unauthorized access to or use of Partner Materials, and provide for the proper disposal of Partner Materials, all as required by applicable law and this Agreement. During the Term, Partner reserves the right to assess ANet's controls and security practices to ensure compliance with these requirements one time per calendar year, upon 14 business days' advance notice to ANet and during ANet's normal business hours. All costs incurred by Partner for such assessments shall be at Partner's expense.

3. FEES; PAYMENT TERMS

3.1 Fees; Payment Terms. All payments for fees as set forth on the Cover Sheet shall be made by Partner or, if applicable and as set forth on the Cover Sheet, by a sponsoring entity on behalf of Partner, to ANet in accordance with the payment schedule set forth on the Cover Sheet. Payments are non-refundable and cannot be pro-rated. ANet reserves the right to terminate services related to the Program and this Agreement if any payment is more than thirty (30) days past due.

3.2 Printing. Partner is responsible for all printing and printing costs associated with duplicating the Assessment Materials prior to the administration of each assessment, as set forth on the cover sheet.

4. TERM, TERMINATION

4.1 Term. Unless earlier terminated as described below, the term of the Agreement shall commence on the Effective Date and continue for the period set forth on the Cover Sheet (the "Term").

4.2 Termination. Each Party may terminate this Agreement upon written notice in the event the other Party commits any material breach of this Agreement and fails to cure such breach within thirty (30) days after written notice of such breach.

4.3 Obligations on Termination.

(a) Upon the expiration or termination of this Agreement, Partner shall (a) cease using the Platform and all ANet Content, and (b) promptly return to ANet or, at ANet's option, destroy, all copies of any ANet Content in Partner's possession or control.

(b) During the 30 days following termination or expiration of this Agreement, ANet will not erase any Partner Generated Content and Partner may retrieve Partner Generated Content from the Platform without assistance from ANet.

4.4 Survival. The following Sections shall survive any expiration or termination of this Agreement: Sections 1.5,1.6, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 3, 4.3, 4.4, 5, 6, 7, 8, 9, 10, 11 and 12.

5. CONFIDENTIALITY

5.1 Confidential Information.

(a) *Definition:* "Confidential Information" means any and all information or data, regardless of whether it is in tangible form, disclosed orally or in writing, by either Party (the "Disclosing Party") to the other Party (the "Receiving Party"), (a) that the Disclosing Party has identified as confidential or proprietary (either orally or in writing), and (b) such information which is reasonably understood by a reasonable person to be confidential or proprietary

information of the Disclosing Party; provided, however, that in any event ANet's Confidential Information shall include (i) all information relating to the Program, including without limitation the ANet Content and the Platform, and (ii) the terms of this Agreement, including without limitation pricing information.

(b) *Exclusions:* Information and data will not be deemed "Confidential Information" if such information: (i) is known to the Receiving Party prior to receipt from the Disclosing Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party; (ii) becomes known (independently of disclosure by the Disclosing Party) to the Receiving Party directly or indirectly from a source other than one having an obligation of confidentiality to the Disclosing Party; (iii) becomes publicly known or otherwise ceases to be secret or confidential, except through a breach of this Agreement by the Receiving Party; or (iv) is independently developed by the Receiving Party without use of or reference to the Disclosing Party's Confidential Information.

(c) *Obligations:* The Parties shall use reasonable measures to protect the secrecy of, avoid disclosure and unauthorized use or reproduction of the other Party's Confidential Information. Without restricting or otherwise limiting the exercise by a Party of the rights and licenses expressly granted to it under this Agreement, Confidential Information may be disclosed to only (1) such employees and consultants of the Parties as may have a need to know such information in connection with the exercise of its rights and performance of its obligations under this Agreement, and (2) legal or financial advisors of the Parties, provided that such employees and consultants are bound by written agreements, and advisors are bound by ethical duties, in each case respecting such Confidential Information in accordance with the terms of this Section 5.1.

6. REPRESENTATIONS, WARRANTIES AND EXCLUSIONS

6.1 Representations and Warranties. ANet represents and warrants to Partner that ANet shall implement the Program in a professional and workmanlike manner. Each Party represents and warrants to the other Party that such Party has the required rights, power and authority to enter into this Agreement and to grant all rights, authority and licenses granted hereunder.

6.2 Disclaimer. EXCEPT AS EXPRESSLY SET FORTH HEREIN, THE PROGRAM (INCLUDING WITHOUT LIMITATION THE PLATFORM AND ANET CONTENT) IS PROVIDED "AS IS" WITHOUT ANY WARRANTY OF ANY KIND AND ANET DISCLAIMS ANY AND ALL WARRANTIES, INCLUDING, BUT NOT LIMITED TO IMPLIED WARRANTIES OF MERCHANTABILITY, TITLE, NON-INFRINGEMENT, AND FITNESS FOR A PARTICULAR PURPOSE. PARTNER ACKNOWLEDGES THAT ANET DOES NOT WARRANT THAT THE PROGRAM (INCLUDING WITHOUT LIMITATION THE PLATFORM) WILL BE PROVIDED IN AN UNINTERRUPTED OR ERROR FREE FASHION AT ALL TIMES, OR THAT THE PROGRAM WILL MEET PARTNER'S REQUIREMENTS.

7. INDEMNIFICATION

7.1 Indemnification by ANet. ANet shall defend at its expense any claim, suit or proceeding (each, a "Claim") brought against Partner by any third party to the extent such Claim is based upon a claim that Partner's proper use of the Platform or any ANet Content in accordance with the terms of this Agreement infringes such third party's rights under any United States patent or copyright, and ANet shall pay all costs and damages finally awarded against Partner by a court of competent jurisdiction as a result of any such Claim. If Partner's proper use of the Platform or any ANet Content in accordance with the terms of this Agreement constitutes or in ANet's opinion might be held to constitute infringement as set forth above, ANet may, at its option, (a) modify the Platform or ANet Content, as applicable, so as to avoid infringement or misappropriation; (b) procure the right for Partner to continue to use the Platform or ANet Content, as applicable; or (c) terminate the Agreement and provide to Partner a refund of the prorated fees. The foregoing indemnity shall not apply to any Claim based upon or arising from any use of the Platform or ANet Content outside the scope of this Agreement or in a manner for which it was not designed.

7.2 Indemnification by Partner. Partner shall defend at its expense any Claim brought against ANet by a third party to the extent such Claim (a) arises out of ANet's proper use of the Partner Materials in accordance with the terms of this Agreement, or (b) alleges that any Partner Generated Content infringes the intellectual property rights or proprietary rights of others or has caused harm to a third party. Partner shall pay all costs and damages finally awarded against ANet by a court of competent jurisdiction as a result of any such Claim.

7.3 Additional Terms. The foregoing obligations in this Section 7 are subject to the Party that is seeking indemnification (a) promptly notifying the other Party in

writing of such Claim; (b) promptly giving the other Party the right to control and direct the investigation, preparation, defense and settlement of such Claim; and (c) giving assistance and full cooperation for the defense of same.

8. **LIMITATION OF LIABILITY**

UNDER NO CIRCUMSTANCES AND UNDER NO LEGAL THEORY, WHETHER IN TORT, CONTRACT, OR OTHERWISE, SHALL ANET BE LIABLE TO PARTNER FOR ANY INDIRECT, SPECIAL, INCIDENTAL, CONSEQUENTIAL OR PUNITIVE DAMAGES OF ANY CHARACTER, INCLUDING, WITHOUT LIMITATION, DAMAGES FOR LOSS OF GOODWILL, LOST PROFITS, LOST SALES OR BUSINESS, WORK STOPPAGE, COMPUTER FAILURE OR MALFUNCTION, LOST DATA, OR FOR ANY AND ALL OTHER DAMAGES OR LOSSES, EVEN IF ANET HAS BEEN ADVISED, KNEW OR SHOULD HAVE KNOWN OF THE POSSIBILITY OF SUCH DAMAGES. ANET SHALL NOT BE LIABLE FOR ANY DAMAGES, COSTS, OR LIABILITIES IN EXCESS OF THE FEES PAID OR PROPERLY PAYABLE BY PARTNER UNDER THIS AGREEMENT FOR THE TWELVE (12) MONTHS PRECEDING THE TIME OF ANY CLAIM.

9. **NON-SOLICITATION**

During the Term and for one year thereafter, each Party agrees not to solicit, entice or persuade any employee or consultant of the other Party to leave the services of such other Party, provided that the foregoing shall not prevent any Party from employing or engaging such an employee who is responding to a general recruiting solicitation. Without limiting the foregoing, in the event that either Party plans on engaging or employing any person that such Party knows is or was an employee or consultant of the other Party during the Term, such Party must provide prior written notice to the other Party.

10. **PUBLICITY**

10.1 ANet shall be entitled to (a) identify Partner as a customer of ANet, (b) use Partner's name in any marketing, promotional or sales literature, or in any other form of publicity, and (c) publicize, by news release or other public announcements, the existence of an arrangement between the Parties.

10.2 Partner hereby grants permission to take photographic, audio and video recordings of Partner employees, contractors and consultants during sessions with Partner and Partner and Network events. ANet will use such photographic, audio and video recordings only for the purposes of education, professional learning, advertising, promotion, marketing, and/or public relations. Partner waives any right to royalties or other compensation arising or related to the use of such images and recordings. Partner represents that it has all necessary rights to grant such permission to ANet including having acquired all related and necessary consents from its employees, contractors and consultants.

11. **DISPUTES**

Any controversy or claim arising out of or relating to this Agreement, or breach thereof, shall be settled as follows: Partners of the senior management of both Parties shall meet to attempt to resolve such disputes. If a dispute cannot be resolved within ten (10) business days, either party may make a written demand for mediation. Within thirty (30) days after such written notification, the parties shall meet for one (1) day with an impartial mediator. The costs and expenses of the mediator shall be shared equally by the parties. If the dispute is not resolved by mediation, the dispute shall be settled by binding arbitration conducted in accordance with the JAMS procedures pursuant to its Streamlined Arbitration Rules and Procedure, by a single arbitrator, in Boston, Massachusetts. The arbitrator shall be selected as provided in the Streamlined Arbitration Rules and Procedure. The arbitrator may not award non-monetary or equitable relief of any sort. The arbitrator shall have no power to award damages inconsistent with this Agreement. No discovery shall be permitted in connection with the arbitration unless it is expressly authorized by the arbitrator upon a showing of substantial need by the Party seeking discovery. All aspects of the arbitration shall be treated as confidential. Neither the parties nor the arbitrator may disclose the existence, content or results of the arbitration, except as necessary to comply with legal or regulatory requirements. Before making any such disclosure, a Party shall give written notice to all other parties and shall afford such parties a reasonable opportunity to protect their interests. The result of the arbitration shall bind the Parties, and judgment on the arbitrator's award may be entered in any court having jurisdiction. Each Party shall bear its own costs of the arbitration. The fees and expenses of the arbitrator shall be shared equally by the Parties.

12. **GENERAL**

12.1 Relationship. Nothing in this Agreement shall be construed to place the Parties in an agency, employment, franchise, joint venture, or partnership relationship. Neither Party will have the authority to obligate or bind the other in any manner.

12.2 Governing Law, Jurisdiction. All disputes, claims or controversies arising out of this Agreement, or the negotiation, validity or performance of this Agreement, or the transactions contemplated hereby shall be governed by and construed in accordance with the laws of the Commonwealth of Massachusetts without regard to its rules of conflict of laws. Subject to and without limiting Section 11 of this Agreement, each of the Parties hereto hereby irrevocably and unconditionally consents to submit to the sole and exclusive jurisdiction of the courts of the Commonwealth of Massachusetts and of the United States of America located in the Commonwealth of Massachusetts for any litigation among the Parties hereto arising out of or relating to this Agreement pursuant to Section 12.9.

12.3 No Assignment. Neither Party may assign this Agreement, in whole or in part, or, in the case of Partner, sublicense any of the rights granted herein, in each case without the prior written consent of the other Party, provided, however, that either Party (the "Assigning Party") may assign this Agreement without the written consent of other Party to an entity succeeding to all or substantially all the assets and business of the Assigning Party by merger or purchase, provided that such entity expressly assumes all of the terms and conditions of this Agreement. Any attempted assignment, delegation or transfer by an Assigning Party in violation hereof shall be null and void. Subject to the foregoing, this Agreement shall be binding on the Parties and their successors and assigns. For clarity, ANet may subcontract any of its obligations hereunder to a third party.

12.4 Severability. In the event that any provision of this Agreement is found to be unenforceable, such provision will be reformed only to the extent necessary to make it enforceable, and such provision as so reformed (and all other provisions) will continue in effect, to the extent consistent with the intent of the Parties as of the Effective Date.

12.5 Force Majeure. ANet shall not be deemed in breach hereunder for any cessation, interruption or delay in the performance of its obligations due to causes beyond its reasonable control, including, without limitation, earthquake, flood, or other natural disaster, act of God, pandemics or any public health crisis, labor controversy, civil disturbance, terrorism, war (whether or not officially declared) or the inability to obtain sufficient supplies, transportation, or other essential commodity or service required in the conduct of its business, or any change in or the adoption of any law, regulation, judgment or decree.

12.6 Amendment; Waiver. This Agreement may not be amended or modified, in whole or part, except by a writing signed by duly authorized representative of both Parties. No provision or part of this Agreement or remedy hereunder may be waived except by a writing signed by a duly authorized representative of the Party making the waiver. Failure or delay by either Party to enforce any provision of this Agreement will not be deemed a waiver of future enforcement of that or any other provision.

12.7 Notices. All notices under or related to this Agreement will be in writing and will reference this Agreement. Notices will be deemed given when: (i) delivered personally; (ii) sent by confirmed telecopy or other electronic means; (iii) three (3) days after having been sent by registered or certified mail, return receipt requested, postage prepaid; or (iv) one (1) day after deposit with a commercial overnight carrier, with written verification of receipt. All communications will be sent to the addresses set forth on the Cover Sheet or such other addresses designated pursuant to this Section 12.7.

12.8 Entire Agreement. This Agreement constitutes the entire agreement between the Parties. It supersedes and replaces all prior or contemporaneous understandings or agreements, written or oral, regarding such subject matter, and prevails over any conflicting terms or conditions contained on printed forms submitted with purchase orders, sales acknowledgments or quotations.

12.9 Remedies. Each Party retains all rights not expressly granted hereunder and any and all remedies herein expressly conferred upon a Party will be deemed cumulative with and not exclusive of any other remedy conferred hereby, or by law or equity upon such Party, and the exercise by a Party of any one remedy will not preclude the exercise of any other remedy available under this Agreement or otherwise. Because a breach of any obligations set forth in Sections 5 (Confidentiality), 1.5 (Ownership) and 9 (Non-Solicitation) will irreparably harm a party and substantially diminish the value of a Party's proprietary rights or its Confidential Information, the Parties agree that if either Party believes in good faith that the other Party has or intends to breach any of its obligations thereunder, the other Party shall, without limiting its other rights or remedies, be entitled to seek equitable relief (including, but not limited to, injunctive relief) to enforce its rights hereunder, including without limitation protection of its proprietary rights. The Parties agree that a Party need not invoke the procedures set forth in Section 11 in order to seek injunctive or declaratory relief.

Greenhouse E3

23-0607 Voices - GE3 Partnership Agreement

This agreement describes the strategic partnership between Greenhouse E3 (GE3) and VOICES COLLEGE BOUND LANGUAGE ACADEMIES (CMO PARTNER). This partnership supports our shared goals to support CEO transitions and development of CEO and senior executive talent pipelines for charter management organizations (CMOs) across the country.

The roles and obligations of our respective organizations are described below. They are organized by content area and specifically for the **E3+ fellowship for new CEOs, executive directors and other large CMO senior executives**.

CMO PARTNER responsibilities (also see Appendix A: CMO Partner – GE3 Responsibilities: Quick Reference Table)

1) Core Program Fees:
    a) $75,000 total program fee per fellow
    b) CMO Partner reserves **1** fellowship(s) for total core program fee of $75,000
    c) CMO Partner sponsors the fellows named below:
        i) **Enter Fellow Name** _____
    d) **The fee is nonrefundable unless**:
        i) The CMO PARTNER cancels the contract for cause, defined as the failure of GE3 to fulfill its responsibilities as outlined in this agreement, as noticed in writing by CMO Partner to GE3, and after a 90 day “cure” period, or,
        ii) A CMO PARTNER sponsored fellow is no longer employed by their sponsoring CMO. In these cases, the contract fee will be prorated as follows:
            (1) Before the 1-year anniversary of the execution date of this contract: 50% of the total fee is forgiven
            (2) After the 1-year anniversary (above) but before the 2nd anniversary of the execution date of this contract: 25% of total fee is forgiven
            (3) After the 2-year anniversary of the signing date: no fee reduction
            (4) NOTE 1: If the fee is prorated due to a change in a fellow’s employment status, the proration will be based on the fellow’s final date of employment with the CMO Partner.
    e) Should a CMO’s needs change for any other reason that is not described in Section 1.d above ***and before*** the fellowship begins, the CMO PARTNER has three options:
        i) (In the case of reserved but unneeded fellowships)
            (1) Coordinate with another sponsoring organization participating in the cohort and transfer unneeded fellowships to that organization at a mutually agreed upon price.
            (2) Reallocate the coaching associated with its contracted and unused fellowships (see section 9 below) to its remaining fellows

23-0607 Voices - GE3 Partnership Agreement

(3) Reallocate unused coaching time (per section 9 below) to a newly hired replacement leader for the duration of the fellowship period.

ii) (In the case of a need for additional fellowships)

(1) Accept the transfer of fellowships from another sponsoring organization (i.e. a CMO or local quarterback organization participating in the cohort) at CMO PARTNER's sole discretion at a mutually agreed upon price.

f) NOTE: In all cases except those described in section 1.c above, the CMO remains responsible for the full Core Program fee.

g) Payment timeline:

i) **Nonrefundable deposit:** due no later than 30 days after the signing date of this contract and equal to 50% of the core program fee ($37,500). The deposit secures the fellow's enrollment in the assigned cohort.

ii) **One year anniversary of signing date**: the second payment is due and equal to the remaining 50% of the core program fee ($37,500)

iii) NOTE: Fellowships are allocated to CMO Partners on a first come first served basis and are not reserved until payment 1 is received by GE3.

2) Other program costs: (estimated additional costs to CMO Partner)

a) Fellow travel expenses to cohort sessions (air fare, lodging, ground transportation) are the responsibility of CMO Partner and estimated at $15,000/fellow.

3) NOTE: outsourcing to GE3

a) CMO PARTNER may choose to fully outsource other program costs, including travel coordination and program customization to GE3 at its standard hourly rates plus direct reimbursement for out-of-pocket expenses incurred.

GE3 responsibilities

1) Cohort intensive sessions/retreats (10 sessions over 2 years)

b) All costs and overall coordination and management of cohort sessions including: venue, parking, meals, facilitators and facilitator travel, technology, session programming, logistics management, coordination of guest speaker/facilitators, gifts, and branded materials

c) Development of all core program content, curriculum, and program delivery

i) NOTE: Core program content for each cohort intensive session will be chosen from the E3 core curriculum and learning framework and chosen based on the most relevant needs of the cohort as identified and collaboratively decided by the sponsoring CEO working group and GE3.

ii) NOTE: The planned start of cohort sessions is **Summer 2024**.

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2) CEO coaching and shadow visits
    a) Securing, managing, and supervising a pool of coaches
    b) Provide executive coaching to all E3+ fellows
        i) 60 hours of virtual coaching and seven (7) 1-day shadow visits in person
        ii) Note: coaching and shadow visits must be completed no later than 90 days after the final day of the final cohort session.
            (1) Unused coaching hours or visits may be converted to strategic consulting time, sponsoring CEO or CMO transition advising, or board consultation at the sponsoring CMO's request.
            (2) Unused hours or visits will expire on the 91st day after the final cohort session for the fellow(s) named above and are nonrefundable.
        iii) NOTE: coaching begins **as soon as possible** after this contract is executed pending **completion of the fellow self-evaluation** and GE3 coach **matching process**
    d) TB and background checks
        i) Ensure all coaches will submit proof of a recent negative TB test and must authorize and undergo a fingerprinting scan via LIVESCAN (or other state or local authorized entity that provides fingerprinting services) in accordance with CMO PARTNER policy.
        ii) Ensure coaches do not commence shadow visits and will not have contact with any student prior to providing proof of negative TB test and receipt of fingerprinting clearance in accordance with CMO PARTNER policy.
    c) Satisfaction guarantee:
        i) GE3 ensures participant satisfaction and fit with their coach through an extensive matching process, zoom introduction and coach confirmation by the leader, and regular feedback provided by the coached leader. If the leader is not satisfied with their CEO coach after the mid-year survey and feedback session, GE3 is responsible for replacing the coach to address the unfulfilled needs of the coached leader.
3) National site visit (1 visit total, as part of a regular cohort session)
    a) Responsible for the cost and overall design and execution, management of food and beverage, ground transportation during the visit, site facilitation, meeting venue, and coordination with host CMO.
4) Quality control
    a) Overall program quality and responsibility for achieving program outcomes as defined by the Greenhouse Board of Directors.

5) Fundraising
    a) Secure funds to support national operations, program research and development, growth, replication and startup costs for the program.

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6) Co-branding of the program
    a) Name CMO PARTNER in the materials for its sponsored E3 cohort program materials (website, applications, etc.) as the primary (or shared) financial supporter of the cohort.
    b) Name CMO PARTNER in marketing materials and social media as a partnering organization supporting executive development and support for current and future CMO leaders.
        i) CMO Partner logo will be listed as a “partner organization” on the GE3 website and on fundraising / marketing materials.
        ii) CMO Partner logo will be used in a LinkedIn and Instagram posts announcing the partnership after execution of this agreement as part of the GE3 social media campaign.
        iii) All other uses of CMO Partner logo require consent from CMO Partner prior to use.
7) Intellectual Property: ownership
    a) GE3 retains all ownership of all IP for the E3 program and all its associated components and services (excluding joint ownership as described below.
        i) For jointly developed intellectual property for customized CMO sessions: (if applicable), intellectual property ownership is shared equally with CMO PARTNER.
8) General overhead and administration
    a) All cost associated with technology, licenses, materials, and Greenhouse general and administration services
    b) Travel costs for Greenhouse staff and contractors for Core Program
    c) Cost and overall management of Greenhouse staff and contractors required for program delivery, coordination, and administration of the program

Name:	Name: James R. Willcox
Signature: _____	Signature: _____
Title: CEO, CMO PARTNER	Title: Co-Managing Partner
Date: _____	Date: 06/07/23

Invoicing contact info:

Name: Email: Phone #:

23-0607 Voices - GE3 Partnership Agreement

Appendix A: CMO Partner – GE3 Responsibilities: Quick Reference Table

NOTE: fees / costs are per reserved fellowship

Category	Task	CMO Partners	Greenhouse E3
E3+ Program	Core program Fees	$75,000	
	CMO program costs (fellow travel, estimated cost)	$15,000	
	CMO coordination costs	In kind	
Fellow coaching	Costs (see section 5)		X
	Quality control		X
	Coach selection, sourcing, kickoff		X
CMO staffing support	Application and selection process (if applicable)	In Kind	If contracted
	Partnership coordination, hosting, logistical support for local cohort sessions (if applicable)	In Kind	
	Travel expense reimbursement/ vender management (if required)	In Kind	If contracted
Cohort sessions / retreats	Cost and overall management of venue, parking, meals, facilitators and their travel, and technology required		X
	Cost of overall coordination of all core session programming, logistics management, coordination of guest speaker/facilitators, gifts, and branded materials		X
	National site visit: cost and overall design and execution, management of food and beverage, ground transportation, site facilitation, meeting venue, and coordination with host CMO,		X

23-0607 Voices - GE3 Partnership Agreement

	Cost of development of all core program content, curriculum, and program delivery		X
Program staff	Cost of all Greenhouse staff and contractors required for program delivery, coordination, support of CMO sites, and administration		X
	Cost of staff travel for core program		X
	Quality control (overall program)		X
	General overhead and admin		X
Fundraising	Securing funds required to support core program that exceed CMO fees/costs		X
Execution timeline	Disburse nonrefundable deposit (50% of the core program fee)	@ signing	
	Begin CEO mentorship / coaching		X (as soon as practical, dependent on completion of self eval)
	Begin cohort session #1		Summer 2024

Coversheet

Approve Voices Academies Employee Handbook for 23-24

Section:	II. Consent Items
Item:	H. Approve Voices Academies Employee Handbook for 23-24
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT_ 2023-2024 Voices Employee Handbook.docx.pdf

College-Bound Language Academies

Employee Handbook
2023-2024

Voices Mount Pleasant 14271 Story Rd., San Jose, CA 95127 (408) 571-6404	Voices West Contra Costa 201 28th St. Richmond, CA 94804 (510) 480-0540	Voices Morgan Hill at Morgan Hill **Community and Cultural Center** 17000 Monterey Rd. Morgan Hill, CA 95037 (408) 791-1700)	
Voices "AKA Flagship or Franklin McKinley" 715 Hellyer Ave San Jose, CA 95111 (408) 361-1960	Voices Stockton 321 E Weber Ave Stockton, CA 95202 (209) 942-1160	Voices Morgan Hill at **Peak Ave** 17720 Peak Ave. Morgan Hill, CA 95037 (408) 791-1700	Voices Morgan Hill at **Advent** 16870 Murphy Ave. Morgan Hill, CA 95037

Website: www.voicesacademies.org

El Centro

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT AN ELECTRONIC SIGNED COPY OF THIS STATEMENT TO HUMAN RESOURCES

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Voices Academies' Employee Handbook. 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 also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of Values' Academies 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 Voices Academies. 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 Directors of the Voices Academies ("Board"), 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.

Please return this form within five (5) days of employment.

Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to the School, and retain this Handbook for your reference

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I. WELCOME TO VOICES COLLEGE - BOUND LANGUAGE ACADEMIES

Welcome Statement!

On behalf of the Board of Directors ("Board"), staff, and students of Voices College-Bound Language Academies ("Voices, "Voices Academies," or the "School"), 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 some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at Voices Academies. Employees may view Voices Academies' other official policies at **El Centro** or at the front office during regular business hours. 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 any official plan documents (i.e., health insurance, retirement plan, etc.) nor does it alter the at-will status of employment with the School, which will govern in all cases. This Handbook supersedes and replaces all prior versions. 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.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of Voices.

Employees must sign the acknowledgement form, at the beginning of this Handbook (electronically), and return it to the Human Resources. This will provide the School with a record that each employee has received this Handbook.

II. CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Policy

Voices Academies is an equal employment opportunity employer. It is the policy of Voices Academies to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;

- Gender (including gender identity and gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- 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); and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- 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"); or laws related to domestic violence, sexual assault and stalking;
- 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 job applicants and employees and applicants and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, 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 who requires an accommodation in order to perform the essential functions of the job should contact a Voices Academies representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation they need to perform the job, or if unknown, what job duties the disability impairs. Voices Academics will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. Voices Academies will identify possible

accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Voices Academies will make the accommodation.

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 their 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 they hold or present 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. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of Voices Academies without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the school will give employees notice of the inspection both before and after it has occurred as required by law.

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.

Employment At-Will

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 Handbook, employment applications, School memoranda or other materials 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 Handbook 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 this Handbook or employee applications, School memoranda, or any other 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.

STANDARDS OF CONDUCT

Personal Appearance and Conduct

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)
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.
- All skirts, dresses and shorts are to be of 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

Prohibited Conduct

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. Release of confidential information without authorization
2. Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances
3. Theft or embezzlement
4. Willful destruction of property
5. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property
6. Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position
7. Engaging in sabotage or espionage (industrial or otherwise)
8. Falsification, fraud or omission of pertinent information when applying for a position
9. Any willful act that endangers the safety, health or wellbeing of another individual
10. Horseplay, fighting or instigating a fight on Voices Academies premises or during Voices' authorized events.
11. Any act of sufficient magnitude to cause disruption of work or gross discredit to the school

12. Misuse of School property or funds
13. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
14. Gambling on School premises
15. Using or possession of firearms, weapons or explosives of any kind, or any other dangerous weapon, while acting within the course of School of your employment with the school.
16. Acts of discrimination or illegal harassment based on gender, ethnicity or any other basis protected by state or federal law
17. Unprofessional conduct
18. Failure to comply with the School's safety procedures
19. Insubordination- refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
20. Inefficiency including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
21. 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.
22. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
23. 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.
24. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
25. Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School.
26. Violations of federal, state or local laws affecting the organization or your employment with the organization
27. Unacceptable job performance
28. Refusal to speak to supervisors or other employees.
29. Dishonesty, immoral or indecent conduct.
30. Violations of the Policy Prohibiting Discrimination, Harassment, and Retaliation.
31. 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.
32. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
33. Failure to keep a required license, certification or permit current and in good standing
34. 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
35. Unreported absence of any scheduled workdays

36. Unauthorized use of School equipment, materials, time or property
37. Working unauthorized overtime or refusing to work assigned overtime
38. Abuse of leave
39. Excessive absenteeism or tardiness, excused or unexcused.
40. Sleeping or malingering on the job
41. Any other conduct detrimental to other employees or the School's interests or its efficient operations.

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, intimidation, and retaliation (as outlined in the Policy Prohibiting Discrimination, Harassment, and Retaliation), 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.

School 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 their 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 at-will employment relationship with or without notice, with or without cause, should it become necessary for an employee to terminate their at-will employment with Voices Academies, at least four (4) 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.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay if applicable to their position. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

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 most 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 reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a School administrator. All reports shall be as confidential as possible under the circumstances. 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.

Examples of Specific Behaviors

The following examples are not an exhaustive list:
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.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(The following behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

1. Remarks about the physical attributes or development of anyone.
2. Excessive attention toward a particular student.
3. Sending emails, text messages or letters to students if the content is not about school.

Acceptable and Recommended Staff/Student Behaviors

1. Getting parents' written consent for any after-school activity.
2. Obtaining formal approval to take students off school property for activities such as field trips or competitions.
3. E-mails, text, phone, and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology)
4. Keeping the door open when alone with a student.
5. Keeping reasonable space between you and your students.

6. Stopping and correcting students if they cross your own personal boundaries
7. Keeping parents informed when a significant issue develops
8. Keeping after-class discussions with a student professional and brief.
9. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
10. Involving your supervisor if a conflict arises with a student.
11. Informing the Principal about situations that have the potential to become more severe.
12. Making detailed notes about an incident that could evolve into a more serious situation later.
13. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
14. Asking another staff member to be present if you will be alone with any type of special needs student.
15. Asking another staff member to be present when you must be alone with a student after regular school hours.
16. Giving students praise and recognition without touching them.
17. Pats on the back, high fives and handshakes are acceptable.
18. Keeping your professional conduct a high priority.
19. Asking yourself if your actions are worth sacrificing your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

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

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity and gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- 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 and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);

- 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 harassed, or discriminated or retaliated against based upon the characteristics noted above.

Voices does not condone or tolerate unlawful harassment, discrimination, or retaliation 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 Human Resources.

Prohibited Unlawful Harassment

- 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
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

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 two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including 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 prevention training 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/ Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "General 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 requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action. See **El Centro** for the full policy.

Faculty and Staff Complaint Policy

The purpose of the “Internal Complaint and Resolution” procedures is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Principal or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

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 coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including using conflict resolution per the Internal General Complaint Form 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 their 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 their complaint in a signed writing to the Human Resources. 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 their complaint in a signed writing to the Chair of the School's Board of Directors, 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 their 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.

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, complainants may file a written complaint with the office of the Principal or Executive Director (if the complaint concerns the Principal) or the 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.

In processing the complaint, Principal (or designee) shall abide by the following process:

1. The Principal or designee shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

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 Board Chair (if it is about the Executive Director) 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.

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, Voices has restrictions, disclosure obligations, procedures, and potential waivers regarding hiring or employing individuals who have a family or personal relationship with other Voices' employees or student(s). All employees are expected to be familiar with this Policy, which is located on **El Centro**. Failure to follow the policy 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.

Conflict of Interest

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 EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Principal. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Principal, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by their supervisor within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Principal will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. Voices' evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of employment , a personnel file shall be established for each employee. It is each employee's responsibility to keep Human Resources advised of changes that should be reflected in their personnel file. Such changes include: change in name, change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect 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. Employees may add comments to any disputed item in the file. 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 Human Resources. Only Human Resources 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.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

Intellectual Property Rights

Voices shall own any employee-created intellectual property under the certain circumstances. All employees are expected to be familiar with this Policy, which is located on **El Centro**. Failure to follow the policy may lead to disciplinary action, up to and including, release from at-will employment.

III. 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 provides 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 their health benefits will end on that day.

Eligibility

Employees are eligible for medical, dental and vision coverage if they are a regular employee working at least thirty (30) hours per week. Employees who are temporary, work less than thirty (30) hours per week, or are 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. Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

An enrollment form must be submitted to the Human Resources Department as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

Cost of Coverage

The current cost for coverage under the plan is available from the Human Resources 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 medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, the employee must pay the full cost of coverage - the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee , their spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or

- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making the employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period also may be extended if other events (such as a divorce or death) occur during the eighteen (18)-month period subject to certain requirements

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and their spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but their spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes them ineligible for coverage under the plan.

The School will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within 30 days of the event. The School will then notify the employee or their dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (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;
- The employee (or their 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 the employee (or the employee's spouse or child, as applicable) may have;
- The School stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee has been receiving extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

Retirement Plan

Voices Academies participates in the California State Teachers Retirement System ("STRS") program (FS, MH, MP) and a 401K plan (WCC, ST). Employees will be eligible according to the plan or program eligibility requirements and Voices will pay the required employer contribution for such benefits. Team Z

employees, if eligible, may participate in the 401k plan. Voices Academies will make required employer contributions towards federal Social Security for those employees not covered by STRS.

Payroll Information

Payroll Withholdings

Voices 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:

- 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, unless the employee meets the Exemption from Withholding on the State Tax form
- Social Security: The Federal Insurance Contribution Act ("FICA") 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.
- Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, they should ask Human Resources to explain them.

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 and the CA Employee Withholding Allowance Certificate should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Human Resources 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 W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

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. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. 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.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented with a second garnishment request concerning an employee, Human Resourceswill discuss the situation with the employee.

Time Records

Time records must be accurately kept on a daily basis reflecting all regular hours and overtime hours worked and meal periods taken by non-exempt employees. Time records must be signed by employees, verifying and attesting to the truth of the information contained therein. All absences, tardies and overtime must be accurately reflected on the time record.

Punctuality and Attendance

All employees whether exempt or non-exempt are expected to adhere to regular attendance and to be punctual. Any employee who is unable to report for work on time or will be absent on any particular day must call their Supervisor at least one (1) hour before the start of the scheduled workday. If an employee is absent from work longer than one day, they are 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 electronically complete an absence form for their Supervisor's approval 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 their intended day of return to work, provide the Principal or Supervisor with a physician's statement certifying that the employee is able to return.

As noted in this Handbook concerning prohibited conduct, 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 eight (8) hours per day; the regular work week is 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 to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and Voices Academies mutually consent to the waiver in writing.

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, which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Telework

Purpose

Voices College-Bound Language Academies ("Voices") considers teleworking/working remotely to be a viable alternative work arrangement in cases where whose job duties do not require in-person presence at a Voices school or facility and . when there is minimal organizational and employee performance impact. This policy details conditions and requirements which apply to all temporary telework assignments at Voices.

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 and the promulgation of this Policy creates no employee rights in relation to teleworking. 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 belowAll informal teleworking arrangements are made on a case-by-case basis, focusing first on the business needs of the organization.

Application and Scope

Telework agreements do not change the conditions of employment or required compliance with policies, rules and practices.

Telework may be used:

- To enhance employee productivity and satisfaction.
- As a mutually agreed upon work alternative between supervisor and employee, rather than a reward or job requirement.
- If clear communication exists between supervisor and employee, and between the teleworker and the rest of the office.
- If the employee's essential job functions can continue to be performed to Voices' satisfaction.
- If structured time is used to ensure attendance at mandatory meetings and professional development, retreats and events.

General Requirements

Employees shall not telework unless they receive advance written approval from their supervisor. Consideration for teleworking shall be given only where an employee's position is adaptable for teleworking and the employee has demonstrated work habits and performance that are well-suited to teleworking. Supervisors shall take into consideration the following factors when considering teleworking eligibility:

- An employee must be on the job at least thirty (30) days and preferably ninety (90) days before commencing telework.
- The employee must have a portion of their workload able to be performed away from the school site without diminishing the quality of job performance.
- Remote work must not create problems for projects or staff.
- All teleworkers and supervisors will participate in studies to evaluate the telework program, if requested.
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality;
- The employee will be in compliance with all applicable IT, Security, Privacy and Confidentiality policies and procedures.
- If the telework candidate plans to work from home, they must be able to provide a suitable work environment at home.

<u>Eligibility Consideration</u>

Voices will only consider offering a teleworking arrangement to an employee who:

- Is effective at working independently for extended periods of time.
- Is self-motivated.
- Demonstrates good time-management skills, such as completing assignments on time.
- Meets the organization's standards for quality.
- Asks for assistance when needed and assistance is seldom needed.
- The employee must maintain connections with work groups or teams from their remote work location by communicating information fully and timely with leadership, coworkers, support staff and partners.
- Sets appropriate priorities, changes priorities as needed, and maintains a suitable workspace.
- Demonstrates dependability and responsibility by meeting attendance standards, following through on projects and work assignments and maintaining confidentiality.
- Job performance evaluations that meet or exceed expectations (an employee cannot be

considered if their evaluations do not indicate sustained high performance).

- Computer skills sufficient to work independently at an alternate worksite.
- Has limited need for face-to-face contact with coworkers.
- Workload demands that require quiet time to complete projects.
- Can telework in a way that appears invisible to coworkers.
- Has a job characterized by clearly defined tasks and deliverables.
- Performs effectively with less structure and more independence.
- Understands Voices and its procedures, policies, values, and image.
- Has a position in which communication can be accommodated electronically or by telephone rather than face-to-face.
- Has minimal need for on-site files, records, special equipment, software, or other resources.
- Can perform work from home without unnecessary risk to the security of data, networks, or stakeholder confidentiality.
- Can maintain connections with work group or team from remote location.
- Has good problem-solving skills.
- Demonstrates trustworthiness.
- Has a low need for social interaction.
- Has a job where work can be monitored by output, not time spent doing the job.
- Can be absent from the office without being detrimental to the productivity or work quality of other employees or Voices.
- Has work activities that are portable and can be performed successfully outside the office.
- Has no recent or pending corrective or disciplinary actions.

Application and Approval

- An eligible employee who is interested in teleworking should work with their manager to complete a Telework Agreement (“Agreement”).
- Copies of the proposed Agreement are to be forwarded to the Chief Executive Officer (“CEO”) or designee for approval.
- The CEO or designee may make amendments to the Agreement. If either the employee or manager do not consent to the amendments, the employee’s request for a telework assignment will be deemed to have been rejected.
- A finalized version of the Agreement (which includes and incorporates the CEO’s or designee’s amendments, if any, shall be forwarded to the Human Resources (“HR”) Department to be

included in the employee's personnel file.

- If the Agreement is approved, the employee shall be directed to the Tech Department for an assessment of equipment needs (if applicable). The employee may be required to complete a home-office checklist to determine if additional equipment/software must be furnished to the employee. Such additional equipment/software may only be provided with prior written permission from the employee's manager. The costs for such equipment/software shall be credited against the manager's department budget.
- Each employee's home office may be subject to inspection by Voices to ensure that Voices' equipment is set up and functioning properly.
- The employee will still be subject to performance evaluations in a manner consistent with Voices' policies. The Agreement must include information regarding to what extent Voices' performance evaluation policy will be modified to account for the telework assignment.
- A telework assignment may be discontinued, at will and without advance notice, at the request of either the employee or Voices.

Manager Responsibilities

- Establish and be familiar with all Telework Agreements for teleworking employees under the manager's supervision.
- Takes the downside of telework into consideration prior to approval (i.e. detrimental to team and Voices culture, lack of accessibility, etc.).
- Be comfortable with remote supervision.
- Learn the technology and tools necessary for remote supervision.
- Establish communication protocols with telework employees.
- Include teleworking employees in office/department events, messages, etc.as applicable to preserve teamwork.
- Review each teleworking employee periodically to ensure compliance with the Agreement and address any work related problems, including completing evaluations and other performance management as appropriate.
- Maintain records related to telework and assist with surveys, program evaluations, and reports.

Communication and Accessibility

- Teleworking employees and their supervisors are expected to determine how communication between employee, the worksite, and/or the worksite will be handled. The supervisor must notify others within the teleworking employee's department as to the communications strategy so they know how and when to reach the teleworking employee on their telework days.

- Teleworking employees must be reachable, within reason by phone and email at all times to their supervisor, co-workers, and Voices stakeholders during agreed upon hours and shall keep their supervisor and as needed, their co-workers or other Voices stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment.Teleworking employees will be as accessible as their on-site counterparts during their agreed upon regular business hours, regardless of work location.
- All stakeholder interactions will be conducted at the stakeholder's office or a Voices school site. Stakeholders cannot visit the teleworking employee's home office.
- Teleworking employees must notify their supervisor if they leave their telework site during agreed upon hours.
- Teleworking employees must post their telework schedule on their online calendar.
- Teleworking employees are expected to be flexible in their scheduling. They should be available to attend staff meetings and other meetings as required by their manager, even if meetings occur on a telework day.
- Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor.
- Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties (for example, you cannot have your significant other who is not a Voices employee perform your work duties), unless expressly authorized by Voices in writing, is strictly prohibited.
- The employee and manager must agree on the most cost efficient way of handling long distance telephone calls if they do not use a reimbursed cell phone. To be reimbursed for long-distance, the employee must use the agreed-upon method and must submit a log of long distance calls and an itemized copy of their telephone bill.

Work Hours

Telework is performed during assigned work hours, up to a specific number of days per week. The number of hours spent teleworking varies by employee. The employee schedules office time to access facilities and supplies, attend events, and to meet with their supervisor, co-workers and partners. Telework does not change the number of hours an employee is expected to work. Any changes in work hours are to be approved in advance by the supervisor.

Telework employees who are not exempt from the overtime requirements will be required to record all hours worked and take and document applicable meal/rest periods in a manner designated by Voices. Hours worked in excess of those specified per day and per week, in accordance with state and federal requirements, will require the advance written approval of the supervisor. Failure to comply with this

requirement will result in the immediate revocation of the Agreement.

The amount of time an employee needs to spend at the appropriate Voices facility is determined by the supervisor and agreed upon as part of the Agreement.

If the teleworker is unable to work due to illness, the employee must use sick leave and must report the absence to their supervisor.

Existing personnel rules regarding leave, hours of work, scheduling work, travel policies, and overtime shall apply to teleworkers.

Telework is not intended to be used in place of sick leave, family and medical leave, or any other type of leave.

Travel Expenses

All policies and procedures included in the Voices Expense Reimbursement Policy regarding mileage reimbursement shall apply.

Emergency Operations

If an office closure or emergency excuses other employees from working and work can proceed at the employee's telework site, teleworkers are not excused from working.

Teleworking employees must notify their immediate supervisor in the event of any emergency. In a case where an emergency such as a power failure prevents work at the telework site, the teleworking may be excused from working or may be required to report to a Voices facility as instructed by the supervisor.

Personal Obligations

An employee who is teleworking shall not conduct personal business during their assigned duty hours. No personal business may be conducted on Voices-owned equipment unless it is related to a course of study approved by Voices. Supplies owned by Voices cannot be used for personal business.

While telework may facilitate employees' working around family responsibilities, it is not intended to be a substitute for family care. The employee shall not have the primary responsibility for childcare, dependent adult care, or other personal obligations not related to their job duties during working hours. The focus of the arrangement must remain on job performance and meeting business demands. Prospective teleworking employees are encouraged to discuss expectations of telework with family members prior to entering into an Agreement.

The employee may not engage in work related to other jobs, such as operating a side business, or any other outside activities such as church, community organization or club activities during assigned work hours on telework days.

Performance Standards

The employee must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the Agreement may be modified or terminated. Telework allows a high amount of flexibility for an employee to complete their work in a timely and proper manner, and it is expected that the employee will not abuse this opportunity by allowing their productivity or work quality to decline.

Workspace Safety

Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean and professional.

The home office space used for telework is considered an extension of Voices' facilities. Employees will have the same responsibility for safe practices, accident prevention, posting legally-required notices, and accident reporting as in the regular worksite. The employee is responsible for establishing and maintaining a designated, adequate workspace at the alternate worksite. When the alternate site is the employee's home, the employee is responsible to maintain a designated workplace in a safe (free from hazards and other dangers to the employee or equipment), healthy, professional, and secure manner.

The employer will not provide office furniture for workspaces at the employee's home. Employees who live in rented property should be aware that their lease may not permit business use of the premises.

In case of injury, theft, loss, or tort liability related to telework, the teleworker must immediately report the event to their supervisor, complete the necessary forms, and allow Voices or its authorized agent to investigate and/or inspect the telework site. If the employee is injured in the course and scope of performing official duties during the agreed upon work hours, regardless of work location, the employee is covered under California's worker's compensation law.

Teleworking employees who permit third parties to enter their home work area should consider carrying insurance that covers third-party injuries arising out of or relating to the use of the home under a telework policy and should consult their personal insurance carrier for advice.

Supplies and Equipment

Voices will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, and photocopiers) for each telework assignment on a case-by-case basis. Voices will not provide office furniture for the workspace at home.

All necessary technology equipment will be supplied and maintained by Voices, subject to availability. Equipment supplied by Voices, is to be used in accordance with existing technology use policies. Employees shall be held liable to Voices, whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of School property. If the employee is not returning to Voices, upon cessation of a telework assignment, all School property must be returned to Voices,

The use of equipment, software, data supplies and furniture, when provided by Voices for use at the remote work location, is limited to authorized persons and for purposes relating to school business. Voices will provide for repairs to its equipment. When the employee uses their own equipment, the employee is responsible for maintenance and repair of equipment.

Equipment provided by the employer may not be used for personal purposes.

Office supplies necessary to complete work assignments should be obtained during the teleworking employee's in-office days. The teleworking employee will not be reimbursed for supplies normally available in the office. The employee must have prior written approval from their manager for the purchase of any supplies that cannot be obtained through normal supply channels.

Information, Security, and Confidentiality

The employee must never provide any unauthorized person with access to Voices' network or share network access passwords and must comply with all policies and procedures related to information security and network access.The employee will be responsible for performing a manual virus scan on any removable storage media used to transport work products back and forth between the organization office and the home office. Storage media will be scanned before each use.

The employee will follow appropriate procedures to avoid computer viruses and data contamination, and to protect Voices' network by regularly downloading anti-virus definitions and antivirus and firewall updates. If required by the Tech Department, the employee will enable automatic updating of anti-virus software.Consistent with Voices' expectations of information security for employees working at the office, teleworking employees will be expected to ensure their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential away from the presence of family members or guests. Any Voices' materials taken home, such as confidential personnel or student records, must be kept in a secure space within the telework location and not be made accessible to any third parties, including the employee's family members or guests. Steps include use of locked file cabinets and desks, regular password maintenance, and any other steps appropriate for the job and the environment.

Conditions of Employment

Teleworking assignments do not change the conditions of employment or required compliance with policies and rules. Policies, rules and practices shall apply at the telework site, including those governing communicating internally and with the public, employee rights and responsibilities, facilities and equipment management, financial management, information resource management, purchasing of property and services, and safety. Failure to follow policy rules and procedures may result in termination of the telework arrangement and/or disciplinary action.

A telework agreement does not constitute a promise of employment for a specified time or otherwise alter the at-will nature of employment with Voices. Telework employees can still be terminated at any time, with or without cause and with or without advance notice.

Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members in full compliance with Voice' "Professional Boundaries: Staff/Student Interaction" policy and as summarized below:

- Limit communications with students to issues involving School activities or classes only;
- Ensure professional communications with students by avoiding conversations of an overly personal, inappropriate, sexual, offensive, or indecent nature;
- Respect the privacy rights of students by ensuring communications and/or documents involving confidential pupil information are safeguarded appropriately;
- Maintain the same degree of formality as would be appropriate when working on-site, including in manner of speech, tone, method of communication, and appearance and dress, particularly when the employee may be communicating with students via video chat; and
- Continue to comply with any and all School policies, including enforcing appropriate student behavior and student discipline, child abuse and neglect reporting protocols, and prohibitions on harassment or other inappropriate conduct.

For a copy of Voices' policies, please see the Employee Handbook. Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

Evaluation & Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed.

Voices may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, Voices shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible.

Public Records Request and Retention

Records that may be created at, sent to, or sent from the alternative work site may be subject to disclosure in response to a request for public records. The fact that the record resides on an employee's home computer does not affect its status as a public record. An employee who teleworks must therefore maintain all records on the alternative worksite computer consistent with the Public Records and Electronic Records Retention policies. Any questions regarding this issue should first be directed to the CEO or designee.

Intellectual Property Rights

As is the case when employees are in the office, intellectual property developed or conceived of while a worker is attending to Voices' business at an alternate worksite is the exclusive property of Voices. Such intellectual property includes patent, copyright, trademark, and all other intellectual property rights as manifested in memos, plans, strategies, products, computer programs, documentation, and other Voices materials.

Office Space Reduction

Employees entering into an Agreement may be required to forfeit use of a personal office or workstation in favor of a shared arrangement in order to maximize the Voices' office and parking space needs.

Tax Implications

It is the employee's responsibility to determine any income tax implications of maintaining a home office. Voices will not provide tax guidance nor assume an additional tax liability. Employees are encouraged to consult with a qualified tax professional to discuss tax implications.

Lactation Accommodation

Voices accommodates lactating employees and 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 non-exempt employee by the applicable wage order of the Industrial Welfare Commission shall be unpaid. Voices shall make reasonable efforts to provide the employee with the use of a room or other location, in close proximity to the employee's work area, for the employee to express milk in private. Such room/location shall not be a bathroom and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. The room or location may include the place where the employee normally works if it otherwise meets the requirements of this section. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Time Cards/Records

By law, Voices is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the School's time card system.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the Human Resources department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Business Manager to make the correction and such correction must be initiated by both the employee and the Business Manager.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

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

Exempt
Exempt 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.

Non-exempt (hourly)
Hourly employees will be paid on the 10th and 25th of each month. Payment on the 10th will cover hours worked from the 16th to the 31st of the prior month, while payment on the 25th will cover hours worked from the 1st to the 15th of the current 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 an Expense Report through the reimbursement system and has been approved by their Supervisor. The Expense Report, which shall be submitted within thirty (30) days of the date of the expenditure, must include itemized information such as date, location, method of travel, expenses, and receipts for allowable expenses. All employees are expected to be familiar with the Personal Reimbursements Policy found on **El Centro.**

HOLIDAYS, LEAVES, AND ABSENCES

Holidays

Voices' calendar reflects any and all holidays observed by the Schools. 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

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for nonexempt employees in active status. Exempt or non-exempt employees who work more than thirty (30) hours per week are eligible for holiday pay at their regular pay rate on designated, Board approved holidays as designated on the yearly school calendar. "Holidays" shall not include 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 will not be paid 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, or personal necessity (see below). 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) or a designated person (i.e., one who is related to the employee by blood or whose association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition.

Employees are limited to one (1) designated person per twelve (12) month period. Employees may also 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 Voices 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, all full-time employees working on a twelve (12) month schedule will accrue an additional six (6) 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 five (5) 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/accrued 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. If an employee is absent longer than three (3) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

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.

If an exempt employee is unable to come to work due to illness and does not have sufficient sick leave to cover an entire workday, the employee must use any sick leave and accrued vacation to cover the entire day. If both sick and vacation leave have been exhausted, the exempt employee must take the entire day off and a full day of compensation will be deducted from their paycheck for the absence. 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 Human Resources.

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.

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 Voices.

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.

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. Regular 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.

For all eligible employees as defined above, any vacation time taken should be coordinated and cleared by the employee's 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.

Unpaid Leave of Absence

Voices recognizes that special situations may arise where an employee must leave their 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.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. 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.

Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the threshold is five (5) employees).

Events That May Entitle an Employee To FMLA /CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA 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 each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
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 their 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 them to the facility with the expectation that they 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. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship.
4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) -month period to provide said care. CFRA does not provide leave specific to caring for a service member.
5. 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. For CFRA purposes, this may also include a domestic partner.

- Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA 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/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kind a covered Armed Forces service member may 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 and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA 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 or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA 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 leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay During FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of their own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA 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/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.

3. If an employee has exhausted their sick leave, leave taken under FMLA or CFRA shall be unpaid leave.

4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA 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/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA 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/CFRA 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 their 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.

Voices may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA 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 they work less than thirty (30) days after returning from FMLA/CFRA 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/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority they had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of their 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/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Employee's Supervisor. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA 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 their 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/CFRA 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/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, 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/CFRA 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 they are 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/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA 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/CFRA leave period, an employee 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/CFRA leave.
2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are 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.

- Employment during Leave

No employee, including employees on FMLA/CFRA 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 pregnant employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time an employee 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 their job without undue risk to themselves, the successful completion of the 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.

- 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

Voices 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. Voices 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, the employee will return with the same seniority they had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from their 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' notice or as soon 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 they are qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. The School will respond to a pregnancy disability leave request 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, the employee 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 the employee 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 Voices 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 their healthcare provider that the employee 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.

Industrial Injury Leave (Workers' Compensation)

Voices, 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 employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Employee's 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's Supervisor; and
- Provide the School with a certification from a healthcare provider regarding the need for workers' compensation disability leave as well as the employee's 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 ensure that the injured employee receives appropriate medical attention. Voices, 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, the employee is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of 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 their shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their own expense, but the employee 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

Voices 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.

Except for employees serving in the National Guard, Voices 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. For those employees serving in the National Guard, if they left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if the employee eft part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law 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. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Voices 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 service members. 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

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Full-time employees are entitled to up to three (3) days of pay during bereavement leave and two (2) days of unpaid leave. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. 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. Upon request, an employee may be required to provide documentation of the death of a covered family member.

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 perform work duties as assigned. For all non-exempt employees, the School will pay for up to three (3) days if an employee is 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 sixty (60) 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.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

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, Voices will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off 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 (1) parent or guardian is an employee of Voices, 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 paid leave (e.g., vacation or sick leave) 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 their 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.

Employee Loan Policy

Employees may request a loan representing an advance on their wages from Voices by submitting a request to Human Resources. Employees may request a loan one (1) time per school year for the purpose of paying critically-needed expenses (e.g., rent, utility bills, vehicle maintenance). The loan amount may not exceed one (1) month's payment of the Employee's regular earnings. As a condition of receipt of the loan, employees must agree to repay all funds within six (6) months via payroll deductions. Additionally, if an employee separates from employment for any reason while repaying a loan, the entire balance shall become due. Employees who receive a loan must complete the Payroll Deduction Authorization Form and obtain signature approval from the Chief Executive Officer prior to disbursement of funds.

IV. HEALTH AND SAFETY

Health and Safety Requirements for Employment

Voices is committed to providing and maintaining a healthy and safe work environment for all employees, vendors, contractors and the public. The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. Voices's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

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.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Tuberculosis Test

Tuberculosis ("TB") testing is a term and condition of employment and all employees must comply with this requirement. 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 sixty (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 sixty (60) days or a certification showing that they were examined within the past four years and as 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 verifying that the person is free from infectious tuberculosis within the last four years. 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 on an annual basis. If TB risk factors are identified on the assessment, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs.

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 TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant. 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 requirement shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Procedures for Criminal Background Checks

As a condition of employment and as required by law, 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. all individuals working or volunteering at the School will be required to submit to this criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee be arrested for, charged with, or convicted of any offense during their employment with the School, the employee must immediately report as much to the Principal.

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

Child abuse reporting is a term and condition of employment and all employees must comply this requirement. California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom they know or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Voices Academies will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are childcare custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions**.**

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 their guests of our non-smoking policy.

Drug and Alcohol-Free Workplace

Voices Academies is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Voices Academies stakeholders.

It is the Voices Academies policy to maintain a drug and alcohol-free workplace. No employee may bring to the workplace 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

Voices has developed guidelines to help maintain a secure workplace. 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 work area 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. Employees 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.

Accident and Injury Reporting

In the event of an accident or 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.

Reporting an Injury

Staff members are responsible for reporting any job related injury to the Business Manager or Supervisor immediately. Staff will be asked to fill out Voices' "First Report of Injury Form" and employees will be provided with information regarding seeking medical attention under the School's Worker's Compensation Plan. Staff should report any injury on a timely basis, even minor injuries not requiring immediate medical attention, for the purposes of investigation, prevention, follow-up and 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, all employees are responsible for staying at the school site (or evacuation staging area) until a Principal 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 staff are expected to uphold a professional presence at all times and refrain from inviting personal friends/visitors to the School.

V. INFORMATION AND COMMUNICATION

Communication and Technology Policy

All School 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 changed. 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 are 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 out using their 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.

Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

Employee Blogs/Social Media

If an employee decides to keep a personal blog/social media accounts that discuss any aspect of their 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 social media postings violate 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 on-duty. 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.

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:

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 they are not authorized to make a public comment on behalf of Voices, and immediately refer the media representative to the Chief Growth and Community Engagement Officer. No employee may communicate with media agents on behalf of the Voices without prior authorization from the Chief Executive Officer.

A. 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 they are not authorized to speak on behalf of Voices.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

Voices reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/ DISCRIMINATION/RETALIATION COMPLAINT FORM

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

If you are an employee of the School, may file this form with the Principal or, if the complaint is about the Principal, 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, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered to be unlawful.

Voices will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School 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 offender.

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 School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. 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 harassed, discriminated, and retaliated against 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:_____

APPENDIX B

GENERAL 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 them? 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.*
_____
_____
_____
_____
_____
_____
_____
_____
_____

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 a 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: _____

Coversheet

"Flagship" (FS) Review of Local Indicators and 23-24 LCAP Approval

Section:	III. 23-24 Local Indicators Review and LCAP Approval
Item:	A. "Flagship" (FS) Review of Local Indicators and 23-24 LCAP Approval
Purpose:	Vote
Submitted by:	
Related Material:	FM Local Indicators 23-24.docx.pdf Voices_Flagship_LCAP_2023-24.pdf

California Department of Education
September 2022

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

Number/percentage of misassignments of teachers of ELs	Total teacher misassignments	Vacant Teacher Positions
0	3	1

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
0

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

3

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science		2			

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science			3		

3. **Rate the LEA's progress in implementing policies or programs to support staff in**

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5]
Next Generation Science Standards		2			
History-Social Science		2			

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	N/A	N/A	N/A	N/A	N/A
Health Education Content Standards	N/A	N/A	N/A	N/A	N/A
Physical Education Model Content Standards	N/A	N/A	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A	N/A	N/A
World Language	N/A	N/A	N/A	N/A	N/A

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	2
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	2
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	2
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	2

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

   Voices Academy knows the importance of stakeholder engagement, as it leads to developing an effective plan for the school and student success. Voices Franklin McKinley (Voices FM) started the year without a Dean of Culture and a new Instructional Coach and early in the year the Principal and Student Services Manager transitioned out of Voices which greatly impacted the progress of building relationships with Families. A new DoC was hired late in October and with Network-level support however the majority of their focus was on behavior management and safety. As a result, workshops, and Cafecitos were not conducted,

however, ELAC meetings were conducted throughout the year giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. All materials are provided in English and Spanish. The meetings are hosted by Voices and stakeholder feedback is collected.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Voices Academy will continue to focus on increasing attendance at ELAC and will ensure that Cafecitos, and Parent Workshops are conducted next year with consistency - pushing out invites through ParentSquare as well as having the Dean of Culture make calls home to encourage more relationship building. Additionally, building those relationships with staff and families includes training teachers on parent-teacher conferences and how to communicate with parents regularly with updates. Voices FM also plans to encourage families to attend Plazas (student assemblies). Voices FM also plans to continue to conduct school-wide activities and events for both students and families to attend with opportunities for families to support in the planning.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Voices FM will focus on different outreach approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging etc.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	2
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   Voices FM started the year without a DoC and there was only a principal and student services manager in place for a few months which had a significant impact on building partnerships. This warranted Network-level support with building school-site leadership capacity in the last months of school. A behavior reset was put in place allowing staff and families to begin to feel more hopeful about the school climate improving.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

   Voices FM will start the year with a Parent/Guardian Education Workshop calendar to provide families with resources and guidance on how to support their student and partner and collaborate with the school.

   Families would like more opportunities for enrichment activities outside of what is currently offered. Voices FM will continue to focus on student wellbeing by supporting them to build coping skills. We will provide advisory for middle school students and an SEL curriculum.

Voices FM will also provide additional academic support for students to mitigate learning loss.

Voices FM will also provide additional academic support for students to mitigate learning loss.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Voices will focus on different outreach approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging etc. Voices will also use these various communication channels to convey information on resources and support families with connecting to these resources.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	1
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	2
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	2
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	2

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   In addition to our stakeholder engagement, where feedback is collected, Voices conducts started Network-wide staff, student and family surveys utilizing Panorama, a third party. These surveys are conducted twice a year and are used for planning. We will continue to use these surveys in the 23-24 year for students, parents, and staff.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   Voices FM continues to focus on looking for ways to improve seeking input for decision-making from our stakeholders. With different changes coming up next year within the school and staffing, Voices has invited parents to the Principal Selection committee to provide input on candidates. Voices FM will also focus on seeking family input regarding enrichment activities and ways in which parents/guardians can support these activities as

well as ways to motivate parent/guardian participation and engagement at school including participation in the Family-schools relationship survey conducted twice a year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Voices FM will focus on different outreach approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging, creating a different schedule for meetings including alternate times.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Response:

In the 2022-23 school year, Voices Franklin McKinley administered the Panorama Post student support and environment survey. Based on that survey, 66% of students in grades 4th-5th and 38% of students 6th-8th grade responded favorably to having a sense of belonging on campus. In addition, the Panorama Post Family-School relationships survey data showed 67% of parents/ guardians responded favorably in regards to the school safety on campus. Given this data, Voices added a goal to the 22-23 LCAP, of maintaining and engaging, positive, and school culture and environment for students and families so they participate fully in student learning and school community.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Response: Voices Academies uses different measures and tools to track progress on the broad course of study including:

- Daily attendance, including attendance in middle schools blocks
- Daily schedules for grades K-8
- Pacing calendars for math and ELA curriculum
- Trackers for meeting the instructional minutes for students with special needs
- Regular principal or coach or network walkthroughs to monitor implementation of academic program
- Academic weekly data tracking to measure success of implemented course of studies in math and ELA
- Academic lesson internalization and tracking
- Mid-module/unit and end of module/unit Quarterly mid-benchmark quizzes and interim assessments where student data is disaggregated by subgroup including English Learners and Students with Special needs

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Response: All students have access to a broad course of study. All students, regardless of subgroup, engage in our program. Voices Franklin McKinley implements a full inclusion model for students with special needs.Students receive CCSS-aligned English Language Arts and math instruction daily. English Learners receive daily English Language Development, whether it is 60 minutes or a 30 minute intervention session. Students engage in science and social studies texts and knowledge through English Language Arts nonfiction and fiction passages.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Response: Voices Franklin McKinley offers a broad course of study to all students currently, but we are always looking to improve. Our current focus is on revisiting our professional learning community norms and practices, in addition to resetting our data analysis mindsets and procedures so they lead to improved student outcomes in math and ELA. Once we see teacher and student success in that priority area, we can then focus our efforts on strengthening our NGSS and History standards-based instruction, curriculum and professional development.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

(response limited to 1,500 characters)

Response: Our current focus is on revisiting our professional learning community norms and practices, in addition to resetting our data analysis mindsets and procedures so they lead to improved student outcomes. We use our student outcomes and come together as a Professional Learning Community weekly to assess where we are making progress and where to focus on next.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

LCFF Budget Overview for Parents

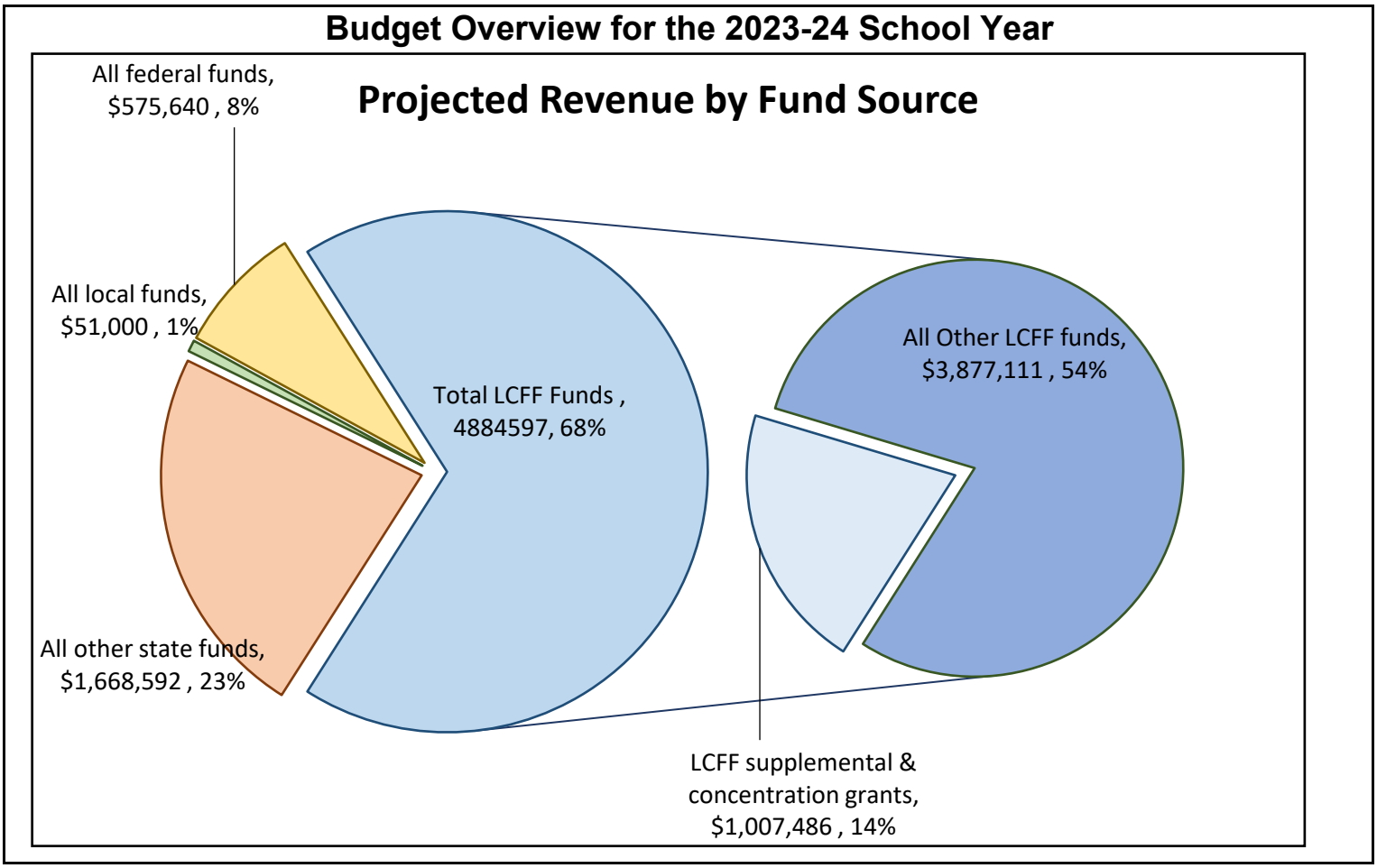
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy

CDS Code: 43 69450 0113662

School Year: 2023-24

LEA contact information: Elizabeth Aguilar, Interim Liaison; eaguilar@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).

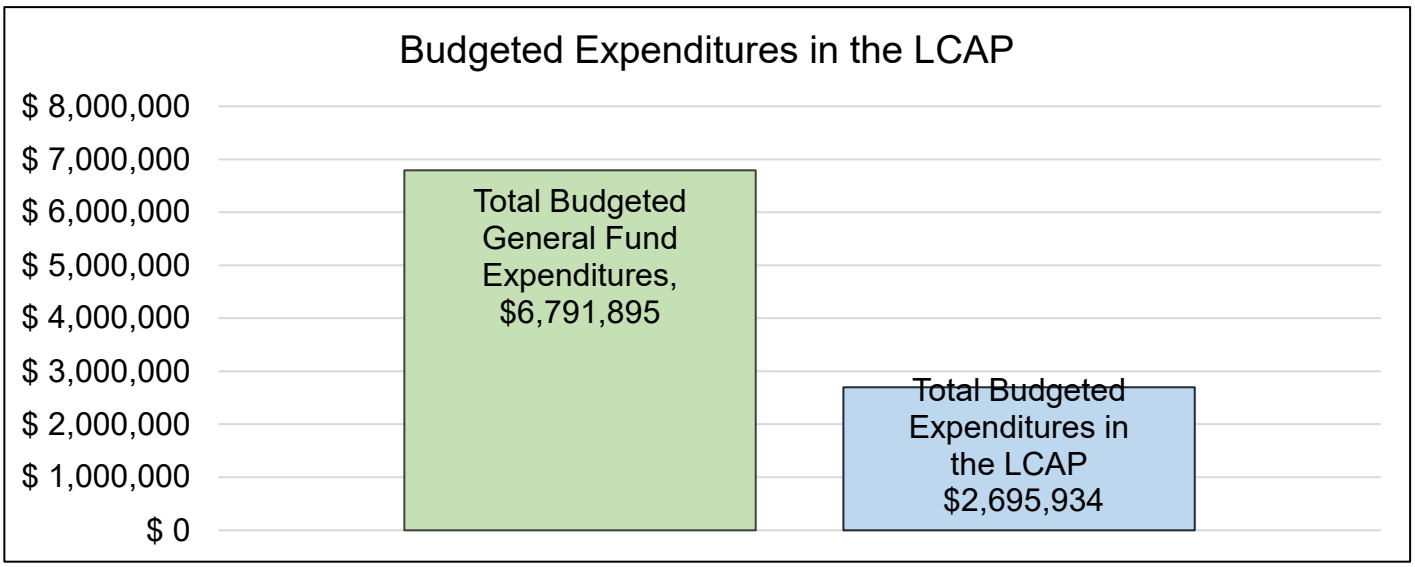


This chart shows the total general purpose revenue Voices College-Bound Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy is $7,179,829.00, of which $4,884,597.00 is Local Control Funding Formula (LCFF), $1,668,592.00 is other state funds, $51,000.00 is local funds, and $575,640.00 is federal funds. Of the $4,884,597.00 in LCFF Funds, $1,007,486.00 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 2023-24. 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 $6,791,895.00 for the 2023-24 school year. Of that amount, $2,695,934.00 is tied to actions/services in the LCAP and $4,095,961.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

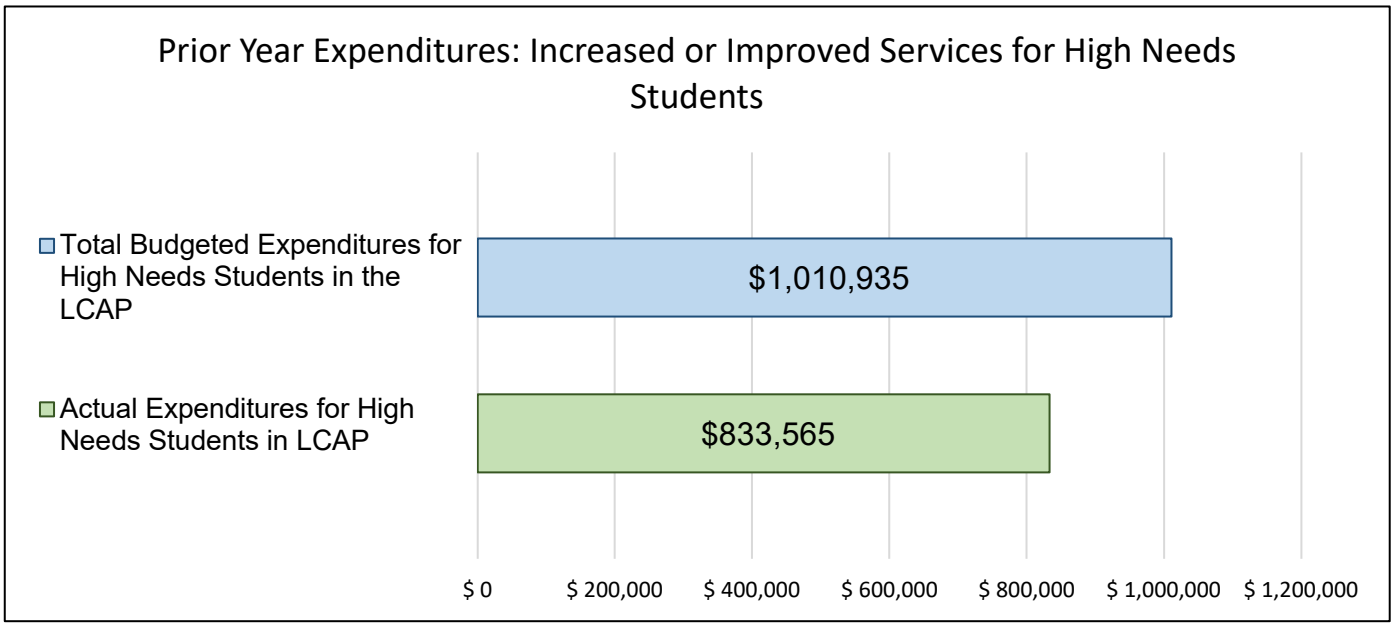
Business Office Expenses, Special Education and Nutrition program expenses, legal and oversight fees, insurance, equipment leases

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Voices College-Bound Language Academy is projecting it will receive $1,007,486.00 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 $1,031,183.00 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 2022-23



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 2022-23, Voices College-Bound Language Academy's LCAP budgeted $1,010,935.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy actually spent $833,565.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of $177,370.00 had the following impact on Voices College-Bound Language Academy's ability to increase or improve services for high needs students:

All actions and services for high needs students were provided as planned. Due to staffing shortages at the school, Voices network-level staff provided all services not provided by school staff. The school met the requirement to increase services 26% for high needs students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy	Elizabeth Aguilar, Interim Liaison	eaguilar@voicescharterschool.com (408) 361-1960

Plan Summary 2023-24

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%) 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%. Voices students represent a variety of backgrounds, with the most significant populations identifying as Hispanic/Latino (94.3%); other ethnicities include White (2.2%), African American (0.5%), Asian (0.7%) and two or more races (0.5%). The unduplicated pupil percentage is approximately 77%. In 2023-24, the school will add a designated classroom for Transitional Kindergarten students.

Voices believes in its students, and we believe in the power of the values that drive our efforts to support students to succeed. At the center of this is Voices’ 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 Voices 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, particularly English Language Learners, by providing designated and integrated ELD training for all teachers to ensure all students have language learning supports in our dual-immersion model; Improve student 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; Maintaining 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; and 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.

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.

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2022 California School Dashboard, students with disabilities were in the lowest status level for all but one of the state indicators. This plan will address ways to improve our school and student outcomes for students with disabilities in particular, based on a needs assessment and identification of resource inequities.

Reflections: Successes

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

Voices College Bound Language Academy is proud of its *High* status level for English Learner progress on the 2022 CA Dashboard. We attribute this progress to our systematic ELD and SIOP teacher training where staff learn to support English Learners through content understanding and language acquisition. The training includes sessions that cover Voices 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 provide this level of support for English learners to further encourage this progress.

The school has also successfully supported teachers by providing dedicated instructional coaching for differentiated professional development to support each 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 kindergarten and first grade teachers were proud to see that the results of these efforts paid off with an increase in student growth. The school will continue to provide these supports to teachers next year to support ongoing 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. Voices provides multiple opportunities for teachers and staff to provide feedback and has addressed this feedback by providing more planning time during summer professional development, Wellness Days, and an additional week long break time during the school year. These practices will be continued and slightly expanded 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 the 2022 CA Dashboard, in which Voices was at a *Low* status in ELA and Math achievement for all students and all statistically significant subgroups, Voices has identified this as an area of need to be addressed. Therefore, Voices will maintain an increased level of support staff to assist with ELA and Math intervention.

Of Voices total student population, 45% are English Language Learners and 22% are students with disabilities (SWD). Voices will continue to target this area for improvement in both ELA and Math through the following actions:

- Voices will continue to provide English Language Development training to all teachers. The training includes different sessions that cover Voices ELD curriculum or ELD strategies and background, including understanding the proficiency levels of students and what structured

language practice looks like. Voices will continue to provide the opportunity for principals to participate in principal-specific ELD training and next year will more intentionally create the time and space for principals to engage in this professional development.

- Voices will provide a leadership coach for the principal and part of the coaching work will include analyses of school-level, classroom-level, and subgroup interim assessment data. School leaders will also receive coaching on best practices for differentiating for students with disabilities. This will enable the principal to better support teachers during school-wide data analysis sessions to plan differentiated instruction to meet the needs of all students. 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 students who need the most support.

- Voices 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.

- To address the unique needs of students with disabilities, the school will provide a Student Services Manager (SSM), who 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 and does walkthroughs of Voices inclusion model providing feedback to all teachers regarding their intervention strategies. Having a point person on the team to track data and support with teacher coaching will help Voices stay focused on this subgroup as a priority for the coming years.

Voices suspension rate is at a *High* status level which indicates that student behavior supports are also an identified need for all students and all numerically significant subgroups. The absence of a Dean of Culture (DoC) for the first two months of the school year made it difficult to start the year off with an aligned behavior approach for teachers and students. However, with onboarding, coaching and guidance from the Chief Culture Officer of In Lak'Ech, the DoC was able to begin to provide additional behavioral support. The DoC, the Network Manager of Special Populations, and the Instructional Coach reset school culture practices and began implementing incentives and tiered consequences for behaviors, and teachers reported seeing an improvement in student behaviors over the last several weeks. Voices looks forward to having the necessary staffing to implement these practices from the beginning of the 2023-24 school year.

Chronic absenteeism is also an identified need. Voices has a *Very High* status for all students and all statistically significant subgroups on the 2022 CA Dashboard in Chronic Absenteeism. Voices anticipates a slight reduction in chronic absenteeism for 2022-23 based on improvement in the pandemic conditions and Voices dedicated parent involvement/outreach efforts. For quite a bit of the year, a high degree of illness continued in Voices' community due to COVID, the flu, and RSV, which then partially contributed to the high absence rate. Staff vacancies also contributed to continuing absenteeism, as students do not have access to the same high-quality enrichment activities, which is due to lack of staff for the program overall and lack of training for Associate Teachers who lead enrichment. Reduced student engagement was also evident in student survey results. Voices looks forward to being able to fully staff our program next year and to be able to return to the robust enrichment offerings provided in previous years. Voices will continue with parent outreach to support regular attendance in 2023-24.

Voices 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 targeted all students and included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in parent/guardian newsletters/updates, and reminders after winter and spring break to return to school. Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Tier II strategies included Voices Dean of Culture monitoring attendance and engagement in a Tiered communications log, regular contact with parents/guardians, and SST meetings to discuss the impact on learning as a result of student absences. Tier III supports are 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 challenge in 2022-23 and Voices anticipates improvement in 23-24.

Student survey results, especially for middle school students, indicate that student sense of belonging is an area of need, which is evidenced by the chronic absenteeism rate. To address this, the Principal will work with the Dean of Culture on student activities that promote a greater sense of connectedness as well as work with their network-level coach to analyze the Panorama student survey data to identify areas of need and create a plan to provide professional development to teachers, associate teachers, and staff members to address the area(s) of need.

In 2022-23, a full-time school counselor was added and has been able to meet additional student needs to promote social emotional learning.

In 2023-24, Voices anticipates having the necessary staffing to fully implement a strong enrichment program where a 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.

LCAP Highlights

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

The 2023-24 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 English Language Learners by providing designated and integrated ELD training for teachers to ensure all students have language learning supports in Voices' 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 student 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 continue to ensure that 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 Academy 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 and who will deliver high-quality Common Core standard based instruction by providing a competitive salary package, credential monitoring, support with enrollment in and completion of a teacher Induction program, summer professional development, and school leader training focused on developing teachers' strategies to support the progress of English learners and students with disabilities.

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 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 consisting of teachers, administrators, and parents (including at least one parent of a student with disabilities). This group provides feedback throughout the year on the strengths and needs of the Voices program.

Voices Academy held ELAC meetings giving parents/guardians 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 meetings were hosted by Voices and parent feedback was collected. The LCAP was reviewed and LCAP specific feedback was collected at the May 2, 2023 meeting.

Parents/guardians, teachers, staff, and school administrators have provided feedback through the Network-wide surveys. Teachers, staff, and school administrators gave feedback at Skip Level meetings that occurred twice a year. At Skip Level meetings, someone from the Voices Network collects feedback from each staff member on whether they are receiving the support they need to perform their job duties. Voices also conducted Listening Tours where the Voices Senior Leadership Team visited each school and met with small groups of teachers, associate teachers, administrators, and other staff members to collect feedback.

SELPA review: June 2023

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 that tribes, civil rights organizations, and other advocacy groups are not affiliated with our current student population. 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.

ELAC:

Parents/guardians believe in the school model and appreciate that the school hours align with parent work hours. Parents appreciate that their children are learning Spanish and that the majority of the staff is Spanish speaking.

Parents/guardians would like to see more than one teacher in each classroom again. Parents/guardians want a principal to be hired to provide stability for teachers, staff, and students. They believe the teachers should be paid more for all of the work they do. Parent/guardian connectedness and engagement need to be improved with more opportunities for families to come to school and create community. Parents/guardians need to re-engage with other parents/guardians and encourage participation in ELAC meetings.

Teachers/Staff/Administrators:

Teachers and administrators have requested more professional development, especially specific to meeting the needs of English Learners and Students with disabilities. They appreciate the Wellness Days and shared that with the extended school day, they need more of these Wellness Days and a longer winter break. Middle school teachers and administrators would like school policies, procedures, and supports that better address the specific needs of middle school students around vaping, drug use, puberty, and gang activity.

Associate Teachers would like more training in addressing student behavior needs, especially deescalation strategies. They also report needing more training in small group instruction strategies to push student thinking and increase rigor.

Teachers, staff, and administrators have all expressed the need for stronger communication between the Network and the school sites. School site personnel feel uninformed about what is happening at the Network level and thus feel disconnected from the larger Voices community.

Students want more enrichment and sports opportunities.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partner feedback was carefully considered and influenced the following elements of the LCAP:

Goal 3, Action 3: Engaging Supplemental Technology action has been removed based on teacher feedback that these tools are no longer useful for them as they have returned to in-person instruction.

Goal 4, Action 5 was updated to include training for school leaders on differentiation strategies for students with disabilities. The plan is for the school leaders to take the learning back to the schools and be better able to provide professional development and coaching for teachers on implementing these strategies in their classrooms.

Goal 1

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

An explanation of why the LEA has developed this goal.

This **broad** goal was created because a large percentage of the Voices population is made up of English Language Learners (ELs) and all Voices students are language learners in the dual-immersion program. The majority of Voices students who are ELs also fall into our SED subgroup. The 2022 CA Dashboard indicates that English Learners are scoring below the overall population in ELA and math. Internal interim math and ELA assessments show similar results when we compare English Learners 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. Voices has also seen increases in the number of Long-Term English Learners (LTELs) in middle school as a result of late-entry (upper grade transfers) into the Voices 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 Voices 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	Distance from Standard 18-19 All Students: 2.5 points above Hispanic -1.7 points below standard English Learners -24.7	No CA Dashboard data provided for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	All Students: 27.8 points below Hispanic: 31.2 points below English Learners: 50.7 points below Socioeconomically		All Students - 3 points above Hispanic -3 points above English Learners - 14.7 points below standard

numerically significant subgroups	points below standard Socioeconomically Disadvantaged - 54.4 points below standard Students with Disabilities - 54.4 points below standard		Disadvantaged: 38.3 points below Students with Disabilities: 104.1 points below Data Year: 2021-22 Data Source: CA Dashboard		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 numerically significant subgroups	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 Students with Disabilities - 64.2 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: 48 points below Hispanic: 50 points below English Learners: 71.4 points below Socioeconomically Disadvantaged: 58 points below Students with Disabilities: 107.6 points below Data Year: 2021-22 Data Source: CA Dashboard		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 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: 42.29% Hispanic: 41.17% English Learners: 23.93% Socioeconomically Disadvantaged: 37.75% Students with Disabilities: 17.15% Data Year: 2021-22 Data Source: CAASPP results		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 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 - 43.27% Hispanic - 41.69% English Learners 20.34% Socioeconomically Disadvantaged - 36.74% Students with Disabilities 26.09	No CAASPP data for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	All Students: 33.99% Hispanic: 33.19% English Learners: 16.81% Socioeconomically Disadvantaged: 31.32% Students with Disabilities:17.14% Data Year: 2021-22 Data Source: CAASPP results		All Students - 48% Hispanic - 47% English Learners 30% 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	55.3% Data Year: 2021-22 Data Source: CA Dashboard		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	Data release delayed by the CDE Data Year: 2021-22 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 on our current EL subgroup data.	$9,350	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. Currently our data shows we can improve our instruction of ELs.	$2,000	N

Goal Analysis for 2022-23

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 SIOP training was not provided to teachers because the school does not have a principal to provide the accountability support needed to ensure the teachers complete the independent activities required for the training, and to ensure that the training feels like an integrated component of the work going on at the school. Providing the Systematic ELD training was challenging this year due to the lack of substitute teachers available to cover classrooms while teachers attend training sessions. The training was originally supposed to be provided during full-day sessions, but was rescheduled to only half-day sessions to make it easier for teachers to find substitutes. Also, the same half day training was offered on multiple days to try to ensure all teachers would have the opportunity to attend. Voices Academy recorded the sessions to ensure that teachers who could not find a substitute could access the content at a later time.

The instructional coach and network-level instructional staff have observed both integrated and designated ELD instruction this year to collect data on the use frequency of various ELD strategies. This was done to inform future professional development opportunities.

Successes with the action implementation process included successful training of the Associate Teachers to administer the ELPAC, despite staffing shortages. The school has one very experienced Associate Teacher who has taken the lead and ensured the others are properly trained and prepared to administer. The actual administration process has been slightly more difficult than in previous years due to having less staff.

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 material differences between the budgeted expenditures and estimated actual expenditures in the following action:

Action 1 Systematic ELD and SIOP Teacher Training: Budgeted Expenditures $10,400 and Estimated Actuals of $0 due to the school not providing SIOP training and the Systematic ELD training being provided by internal staff, rather than an external provider.

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

The SIOP Teacher Training 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. In 2021-22, a high level (55.3%) of English learners progressed a level or maintained at the highest level on the ELPAC indicating that our actions to support English learners are demonstrating effectiveness. The 2022 CAASPP data indicates these actions were not effective at supporting students with recovering from pandemic-related learning loss.

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 being made to the planned goal, metrics, desired outcomes, or actions for the coming year.

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.

This broad goal was developed because all students and all subgroups are demonstrating the need for additional academic support due to pandemic-related schooling disruptions. Voices internal reading and math interim assessment data shows that while some students with disabilities are performing similarly to their general population counterparts in math, 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). Voices will continue to build on that knowledge. Voices response to the COVID-19 pandemic and distance learning also helped the school realize how key Voices associate teachers were in supporting students and mitigating learning loss. Associate teachers and their training proved invaluable in supporting Voices to make progress with students and will continue to be vital as Voices looks to 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	23% of students proficient Data Year: 2022-23 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	15% of students proficient Data Year: 2022-23 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	43% of students met growth goals Data Year: 2022-23 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	41% of students met growth goals Data Year: 2022-23 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		100% of teachers receive academic content and performance standards professional development Data Year: 2023-24

		Data Source: Local Professional Development calendar	Data Year: 2022-23 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: 2022-23 Data Source: Curriculum and Assessment inventory/ procurement list		100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: 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)	All Students: 6.97% Hispanic: 7.14% English Learners: 2.7% Socioeconomically Disadvantaged: 6.25% Students with Disabilities: 0% Data Year: 2021-22 Data Source: Dataquest		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. 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.	$23,460	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.	$16,000	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.	$263,206	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 opportunities for differentiated learning for all students. The Associate Teachers action is an evidence-based educational strategy designed to meet the needs of our students identified through the comprehensive needs assessment in order to support them to meet the challenging State academic content standards.	$231,884	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.	$80,085	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.	$2,000	Y

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.	$99,070	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.	$514,820	Y

Goal Analysis for 2022-23

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 the school does not have a principal to provide coaching support to teachers and staff. Also, the Student Services Manager resigned midyear which necessitated a Voices network-level staff member to come to the school three days a week to ensure students and teachers received the appropriate supports. Additionally, the number of Associate Teacher roles were reduced and those planned for have not been fully staffed this year. Currently one primary classroom is without Associate Teacher support and another primary classroom only had Associate Teacher support for a portion of the school year due to difficulty finding qualified staff.

The instructional coach has been a huge support to all teachers by providing instructional coaching on a rotating cycle to all teachers every other week. He has also ensured that data analysis occurs both at weekly meetings and for the end of benchmark cycle data sessions.

Teachers have a set schedule of professional development during the midday block with one day each devoted to data analysis, collaborative planning, training on specific topics, and individual planning.

Overall staffing challenges due to the teacher shortage has led to difficulty implementing Voices instructional program at the highest level of effectiveness. For example, assessment administration takes longer without the additional staff to support the process. The lack of a principal is a big challenge. Very few qualified candidates with multiple subject teaching credentials have applied for the position and the ones that have applied were not an appropriate fit for the school or did not pass through our rigorous hiring process. The teachers and coach would appreciate having a principal to make decisions and provide guidance on prioritizing. With a principal to support instructional coaching, teachers would be able to receive weekly coaching, instead of biweekly, as is occurring this year.

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

There were material differences between the budgeted expenditures and estimated actual expenditures in the following actions:

Action 1 Benchmark Assessments Licenses and Screeners budgeted expenditures $27,140 and estimated actuals $22,461 due to reduced enrollment resulting in lower costs.

Action 2 Standards Aligned Core Curriculum budgeted $16,360 and estimated actuals $3,919 due to purchasing curriculum materials for other subjects with a greater need for new materials.There was more than $50,000 spent on curriculum and instructional materials, just not the specific ELA curriculum included in this action.

Action 3 Staff Coaching Support budgeted expenditures $269,866 and estimated actuals $153,282 due to the principal resigning at the beginning of the year and difficulty in finding a qualified replacement.

Action 4 Associate Teachers budgeted $190,371 and estimated actuals $143,575 due to the difficulty in filling the Associate Teachers positions this year.

Action 5 Technology and programs for adaptive intervention programs budgeted $111,348 and estimated actuals $42,842 due to not hiring a dedicated school site technician for the school. Instead three Voices sites shared one technician.

Action 6 Formative Assessment programs budgeted $4,000 and estimated actuals $3,041 due to the program costing less than budgeted due to lower enrollment.

Action 7 Student Services Manager budgeted $102,218 and estimated actuals $54,754 due the Student Services Manager resigning partway through the year and the inability to find a qualified replacement.

Action 8 LAS Links Administration budgeted $4,000 and estimated actuals $2,794 due to needing fewer new materials for administration this year.

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

The action of Staff Coaching was highly effective. 100% of teachers received professional development in academic content and performance standards.

Also, the Standards Aligned Core Curriculum action was effective. 100% of students had 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 are not showing effectiveness this year as evidenced by 23% of students proficient on the Internal Math Assessment K-8 and 15% of students proficient on the Internal ELA Assessment 2-8 in Benchmark 2 in 2022-23. However, these collective actions were somewhat effective with 43% of students meeting Reading MAP assessment growth goals and 41% meeting Math MAP assessment growth goals.

The lack of effectiveness of these actions resulted from the difficulties in staffing key positions this year, which led to less fidelity to established procedures and plans. Action 9 aimed at teacher recruitment is key to resolving staffing issues and should be expanded to include principal, associate teacher, and other key staff member recruitment. The ability to expand this action is limited by budgetary constraints, so at this time Voices is investigating changes to the action but cannot formalize until more information is available.

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 being made to the planned goal, metrics, desired outcomes, or actions for the coming 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 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.

This broad goal was created to ensure a positive school culture that fosters student engagement and results in increased daily attendance, reduced chronic absenteeism and reduced suspension rates. Chronic absenteeism is an area that needs improvement. In 2022-23 Voices continued some key COVID protocols until February so there continued to be issues with post pandemic recovery. Voices will continue to need an increased focus on supporting students to rediscover a sense of belonging and connectedness to school as well as a focus on their social emotional well being in order for academic growth to accelerate longer term. Restorative Practice and SEL training was conducted with instructional staff, support staff and administrative staff. Additional staff and training is still needed. Parent/guardian participation continued to be impacted in 2022-23, by certain COVID protocols for a period of time in the school year making attending on-site parent/guardian meetings challenging for some families and requiring more time and effort by limited school staff.

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	13.5% survey response 4 Parents attended LCAP meeting Data Year: 2022-23 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 Data Source: Sign-in sheets and training dates	0% No workshops or parent education classes were conducted this year Data Year: 2022-23 Data Source: Sign-in sheets and training dates		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)	19-20 data (due to pandemic closure) ALL 95.64% ELs 92.83%	ALL 89.69% (amended in 2023) ELs 88.31% SED 87.78%	ALL: 90.78% ELs: 90.84% SED: 92.42%		Maintain an attendance rate of ≥ 95% for All students

	SED on red 93.31%	Data Year: 2021-22 Data Source: SIS	Data Year: 2022-23 Data Source: P-2		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: 48.8% EL: 54.5% Hispanic: 50.8% Socioeconomically Disadvantaged: 51.9% SWD: 55.8% Data Year: 2021-22 Data Source: CA Dashboard		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	0% Data Year: 2021-22 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	All: 3.6% EL: 3.5% Hispanic: 3.6% SED: 4.4% Students with Disabilities: 5.7% Data Year: 2021-22 Data Source: CA Dashboard		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	0% Data Year: 2021-22 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 39% of students grades 6th-8th responded favorably Data Year: 2021-22 Data Source: Local	66% of students grades 4th-5th responded favorably 38% of students grades 6th-8th responded favorably Data Year: 2022-23 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	93% of parents/guardians responded favorably	76% of parents/guardians responded favorably Data Year: 2021-22 Data Source: Local	69% of parents/guardians responded favorably Data Year: 2022-23 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: 2022-23 Data Source: Local		100% Data Year: 2023-24 Data Source: Local
Overall Facilities Inspection Rating (added in 2022)	TBD Data Year: 2021-22 Data Source: Local	N/A (added in 2022)	Good Data Year: 2022-23 Data Source: Local		Good Data Year: 2023-24 Data Source: 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.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.	$107,705	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.	$40,000	N
Action 3	Student Success and Positive Behavior Support	Voices will provide a data management system to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. A curated library of intervention strategies aligned to the Voices School Culture Playbook will be available for teachers and staff that span all three MTSS tiers and each developmental stage (K-12). This data management system will also provide student attendance information and Network-side student survey results to promote a whole child approach.	$13,000	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.	$377,201	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.	$140,088	N

Goal Analysis for 2022-23

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 not implemented as planned due to staffing shortages.

The Facility Maintenance and Admin Support staff actions were implemented as planned with nine facility safety walk-throughs conducted on campus this year. The Dean of Culture (DoC) position is a very important role at the school and the position remained open until the last week of October. The onboarding process to train and support the new DoC was impacted by additional and ongoing staff shortages as well as the increase in student behaviors needing immediate attention on a daily basis. Voices Chief Culture Officer of In Lak'Ech provided needed support at the school 1-2 days a week and as a result, parent/guardian engagement was not fully implemented. However, a strong behavior reset was implemented for the middle school grades in the last quarter resulting in greater consistency for students and staff in addressing behavior. Additionally, strong end of year activities allowed for parents/guardians to celebrate their students' achievements and strengthen their connection with the school community.

The Enrichment Activities were also not implemented completely to plan due to staff shortages and lack of staff capacity to support activities as needed. The DoC's bandwidth to support high quality enrichment programming was also impacted by the urgent focus on student behavior and safety. Advisory/Student Council referred to as Grupo Estudiantil for Voices Middle School was implemented and the Advisory teacher supported several student activities.

The Engaging Supplemental Technology action has not been implemented because students have returned to full in-person learning and these online tools are no longer necessary.

In 2022-23, some key Voices' COVID protocols were continued through February which, along with other issues listed below, impacted student attendance and culture, as well as lower rates of parents/guardians engagement. Parents/guardians also continued the trend of dropping off students late and/or picking them up early, which Voices has observed since re-entry to in-person learning. A percentage of parents/guardians have a mindset that in person attendance requirements are as flexible as they were in the virtual setting. Additional parent/guardian education regarding the impact of chronic absenteeism is needed. The school year began without a Dean of Culture (DoC) and the Principal resignation also had an impact on Voices' ability and capacity to promote attendance expectations consistently with programs and incentives. There is still a great need for students to reconnect to school and have a greater sense of belonging. Building rapport and connecting with staff is necessary for this to occur. Staffing shortages resulted in several subs being needed throughout the year impacting students' ability to experience consistency in teaching staff which added to the increase in misbehaviors which also impacted attendance. Behavior, Restorative Practice and SEL training was conducted with instructional staff, support staff and administrative staff. Additional staff and training is still needed.

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 material differences between the budgeted expenditures and estimated actual expenditures in the following actions:

Action 2 Enrichment Activities and Advisory Curriculum budgeted expenditures $25,960 and estimated actuals $1,818 due to the school not purchasing SEL Toolbox or Playworks programs this year.

Action 5 Admin Support Staff budgeted expenditures $207,536 and estimated actuals $175,426 due to office staff vacancies.

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

Voices suspension rate of 3.6% is at a *High* status level on the 2022 CA Dashboard, which indicates that student behavior supports are an identified need for all students and all numerically significant subgroups. The absence of a Principal and Student Services Manager for much of the year and Dean of Culture for the first few months of the school year made it difficult to provide teachers and students with additional behavioral support until mid-to end of year. Enrichment Activities and Advisory actions were not effective this year due to not being fully implemented as a result of staffing shortages. However, the DoC and Instructional Coach with the support of the Network Manager of Special Populations and Chief Culture Officer of In Lak'Ech were able to reset the behavior systems according to the Voices School Culture Playbook. In the absence of a principal, the Voices School Culture Playbook was not being utilized to fidelity and teachers did not feel capable to support the significant behaviors they were experiencing in class. Teachers and staff needed support and additional training to manage student behavior. Teachers received additional behavior training from the Chief Culture Officer of In Lak'Ech targeted at specific grade level interventions in addition to meetings with the Network-level Student Services Manager, the Dean of Culture, and the Instructional Coach to review the School Culture Playbook's guidance on use of incentives and tiered responses to student behaviors. Teachers are reporting an improvement in student behavior in the last month.

The Facility Maintenance and Admin Support staff actions were effective. 9 safety/facility walkthroughs were conducted to ensure the school facility is in good repair.

The Engaging Supplemental Technology action was not implemented due to the return to full in-person instruction and therefore not needed.

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 being made to the planned goal, metrics, or desired outcomes for the coming year.

The Engaging Supplemental Technology action has been removed based on teacher feedback that these tools are no longer useful for them as they have returned to in-person instruction.

A Student Success and Positive Behavior Support action has been added as Action 3 for 2023-24 to address the need for additional support for school staff in supporting student behavior and student engagement to reduce suspension and chronic absence rates.

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.

Voices serves 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 Voices was able to provide a strong virtual and hybrid program in 2020-21, research and our own internal data has shown that students did not meet growth goals. In particular, Voices K-1 students faced challenges in literacy instruction online and we expect that Voices will need highly-trained teachers to support the resulting learning loss. Voices has to make sure teachers have the mindset, will and skill necessary to tackle the challenges of post-pandemic education and that they will work to achieve positive student outcomes. Coupled with the California teacher shortage before COVID-19, and that many educators have been

leaving the profession, Voices foresees a challenge in being able to fill these roles. We know pandemic related learning loss will have an impact on students for years to come, and the more Voices 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 Teachers complete induction program Data Year: 2022-23 Data Source: Local		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.	85.71% teachers with appropriate permit or waiver credential Data Year: 2022-23 Data Source: Local 39% properly credentialed per federal criteria 0 misassignments Data Source: SARC		100% teachers with appropriate permit or waiver credential Data Year: 2021-22 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	$14,910	N
3	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	$991,374	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.	$7,280	N
5	School Leader Training	If we provide training for our school leaders in data analysis (both academic and culture) and differentiation strategies to support English learners and students with disabilities, they will be better equipped to coach teachers to address the needs of English learners and students with disabilities in the classroom.	$25,000	N

Goal Analysis for 2022-23

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. Principals had the opportunity to sign-up for a Leadership strand with the SIOP training this year, but Voices did not have a principal to take advantage of this opportunity.

Summer Professional Development was an overall success. Teacher retreat this year had a portion of the professional development devoted to planning time based on feedback from teachers. The challenge with summer professional development was that one week of the training

overlapped with summer school, so teachers who also taught summer school missed out on a week. Also, any teacher who is hired late misses out on summer professional development opportunities.

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 material differences between the budgeted expenditures and estimated actual expenditures in the following actions:

Action 1 Induction Program budgeted expenditures $28,000 and estimated actuals $3,500 due to only one teacher needing to participate in the induction program, instead of the 8 expected to participate.

Action 4 Summer Professional Development budgeted expenditures $6,000 and estimated actuals $3,803 due to budgeted amount being an estimate of space, food, and materials. Not as much of any of these were needed for the work.

Action 5 School Leader Training budgeted expenditures $5,000 and estimated actuals $0 because school leaders did not take advantage of the budget available to them for their professional development.

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 effective with 100% of eligible teachers completing the induction program. Due to the shortage of qualified teachers, it has been difficult to hire teachers who already have the necessary teaching credentials. 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.

There are no changes made to the planned goal, metrics, or desired outcomes for the coming year.

The description of the school leader training has been modified to include training school leaders on data analysis and differentiation strategies for students with disabilities, in addition to English learner strategies. This is based on identified needs for both subgroups of students.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,007,486	$102,530

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
25.99%	0%	$0	25.99%

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 2022 ELA and Math performance of Voices English learners and socioeconomically disadvantaged students, we find that both groups are at Low level for ELA and Math. Voices had High performance in 2022 on the English Learner Progress Indicator, with 55.3% of students making progress towards English language proficiency.

Actions

Based on a review of data, Voices has designed the LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Voices has planned for extensive professional development in English language acquisition strategies and data analysis for both teachers and school leaders. We provide additional training for Associate Teachers to ensure they can administer the ELPAC assessments in order to provide high quality data for making instructional decisions. 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. Voices 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 Voices teachers receive coaching support to ensure they can use the most effective teaching strategies for our highest need students. Voices has invested in recruiting and retaining high-quality teachers to ensure Voices students' needs continue to be met with the best personnel available. Voices is providing additional investment in school leader training to ensure that principals have the knowledge and skills to support teachers in using data to effectively plan for high needs students.

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training

Goal 2, Action 2 ELPAC Administration

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

Goal 4, Action 5 School Leader Training

Expected Outcomes

By implementing the identified actions, Voices will ensure steady growth in academic outcomes, such as in SBAC ELA and Math, English Learner Progress, and Reclassification rates. Current targets include growth in 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 an increase in Voices reclassification rate to 15%. Voices plans to use interim assessment data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2022, Voices Socioeconomically disadvantaged students and English Learners had a suspension rate in the *High* level on the state Dashboard. Voices' Chronic Absenteeism rate was at the *Very High* level for both groups. In 2022-23, 67% of parents indicated that they felt their child was safe at school. In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. Voices knows that parents of socioeconomically disadvantaged students may benefit from additional communication that increases their ability to support their students' learning. Additionally, parents of English Learners benefit from outreach

to support their students in English Language Development. In order to be successful, Voices needs to provide additional communication, including in languages other than English, and that the school needs continual parent input to inform plans.

Actions

Based on the data, Voices sees 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 Voices social emotional curriculum and oversee enrichment programs at the school. The Dean of Culture will also provide parent education. Voices will maintain a data management system to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. These actions are 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

Goal 3, Action 3 Student Success and Positive Behavior Support

Expected Outcomes

By implementing strategic actions in support of culture and climate, Voices hopes to achieve its 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. Voices will also measure progress toward high attendance and low chronic absenteeism (see above) and high family connectedness and engagement evidenced through improved 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 26.6% through the following LEA-wide actions:

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training $9,350 = 0.24%

Goal 2, Action 2 ELPAC Administration $2,000 = .05%

Goal 2, Action 1 Benchmark Assessment Licenses and Screeners $23,460 = 0.61%

Goal 2, Action 3 Staff Coaching support $207,611 = 5.35%

Goal 2 , Action 4 Associate teachers $133,204 = 3.44%

Goal 2, Action 5 Technology and programs for adaptive intervention programs $54,885 = %

Goal 2, Action 6 Formative Assessment Programs $2,000 = 0.05%

Goal 2, Action 9 Small Class sizes, teacher recruitment and retention $514,820 = 13.28%

Goal 3, Action 1 Dean of Culture $53,853 = 1.39%

Goal 3, Action 3 Student Success and Positive Behavior Support $5,000 = 0.13%

Goal 4, Action 5 School Leader Training $25,000 = 0.64%

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 2 , Action 4 Associate teachers $133,204 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.

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personne	Total Non-personnel
Totals	$ 2,332,962	$ 453,497	$ -	$ 179,475	2,965,934	$ 2,430,860	$ 535,074

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	$ 9,350	$ -	$ -	$ -	$ 9,350
1	2	ELPAC Administration	All	$ 2,000	$ -	$ -	$ -	$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	All	$ 23,460	$ -	$ -	$ -	$ 23,460
2	2	Standards Aligned Core Curriculum	All	$ 16,000	$ -	$ -	$ -	$ 16,000
2	3	Staff Coaching Support	All	$ 207,611	$ -	$ -	$ 55,595	$ 263,206
2	4	Associate teachers (Title 1 & LCFF S&C)	All	$ 133,204	$ -	$ -	$ 98,680	$ 231,884
2	5	Technology and programs for adaptive intervention programs	All	$ 54,885	$ -	$ -	$ 25,200	$ 80,085
2	6	Formative Assessment Programs	All	$ 2,000	$ -	$ -		$ 2,000
2	7	Student Services Manager	All	$ 99,070		$ -		$ 99,070
2	8	LAS Links administration	All	$ 4,000		$ -		$ 4,000
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	All	$ 514,820		$ -		$ 514,820
3	1	Dean of Culture	All	$ 53,853	$ 53,853	$ -		$ 107,706
3	2	Enrichment Activities and Advisory Curriculum	All	$ -	$ 40,000	$ -		$ 40,000
3	3	Student Success and Positive Behavior Support	All	$ 5,000	$ 8,000	$ -		$ 13,000
3	4	Facility Maintanence	All	$ 36,337	$ 340,864	$ -		$ 377,201
3	5	Admin Support Staff	All	$ 140,088	$ -	$ -		$ 140,088
4	1	Induction Program	All	$ -	$ 3,500	$ -	$ -	$ 3,500
4	2	Credential Monitoring	All	$ 14,910	$ -	$ -	$ -	$ 14,910
4	3	Highly Qualified teachers	All	$ 991,374		$ -	$ -	$ 991,374
4	4	Summer Professional Development	All	$ -	$ 7,280	$ -	$ -	$ 7,280
4	5	School Leader Training	All	$ 25,000	$ -		$ -	$ 25,000

2023-24 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
$ 3,877,111	$ 1,007,486	25.99%	0.81%	26.80%	$ 1,031,183	0.00%	26.60%	**Total:**	$1,031,183
								LEA-wide Total:	$ 1,031,183
								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	English Learners	All	$ 9,350	0.00%
1	2	ELPAC Administration	Yes	LEA-wide	English Learners	All	$ 2,000	0.00%
2	1	Benchmark Assessments Licenses and Screeners	Yes	LEA-wide	All	All	$ 23,460	0.00%
2	3	Staff Coaching Support	Yes	LEA-wide	All	All	$ 207,611	0.00%
2	4	Associate teachers (Title 1)	Yes	LEA-wide	All	All	$ 133,204	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	LEA-wide	All	All	$ 54,885	0.00%
2	6	Formative Assessment Programs	Yes	LEA-wide	All	All	$ 2,000	0.00%
2	9	Small class sizes, teacher recruitment & retention (raises & bor	Yes	LEA-wide	All	All	$ 514,820	0.00%
3	1	Dean of Culture	Yes	LEA-wide	All	All	$ 53,853	0.00%
3	3	Student Success and Positive Behavior Support	Yes	LEA-wide	All	All	$ 5,000	0.00%
4	5	School Leader Training	Yes	LEA-wide	All	All	$ 25,000	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,049,211	$ 2,679,179

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	$ 10,400	$ -
1	2	ELPAC Administration	No	$ 2,000	$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	Yes	$ 27,140	$ 22,461
2	2	Standards Aligned Core Curriculum	No	$ 16,360	$ 3,919
2	3	Staff Coaching Support	Yes	$ 269,866	$ 179,294
2	4	Associate teachers in grades K-4 (Title I)	Yes	$ 190,371	$ 143,575
2	5	Technology and programs for adaptive intervention programs	Yes	$ 111,348	$ 42,842
2	6	Formative Assessment Programs	Yes	$ 3,100	$ 3,081
2	7	Student Services Manager	No	$ 102,218	$ 54,754
2	8	LAS Links administration	No	$ 4,000	$ 2,794
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	$ 468,981	$ 468,981
3	1	Dean of Culture	Yes	$ 106,692	$ 106,692
3	2	Enrichment Activities and Advisory Curriculum	No	$ 25,960	$ 1,818
3	3	Engaging Supplemental Technology	No	$ -	
3	4	Facility Maintanence	No	$ 286,960	$ 286,960
3	5	Admin Support Staff	No	$ 207,536	$ 175,426
4	1	Induction Program	No	$ 28,000	$ 3,500
4	2	Credential Monitoring	No	$ 16,988	$ 16,988
4	3	Highly Qualified teachers	No	$ 1,160,291	$ 1,160,291
4	4	Summer Professional Development	No	$ 6,000	$ 3,803
4	5	School Leader Training	No	$ 5,000	$ -

2022-23 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)
$ 833,565	$ 1,010,935	$ 833,565	$ 177,370	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	$ 10,400	$ -	0.00%	
2	1	Benchmark Assessments Licenses and Screeners	Yes	$ 27,140	$ 22,461	0.00%	0.00%
2	3	Staff Coaching Support	Yes	$ 269,866	$ 179,294	0.00%	0.00%
2	4	Associate teachers in grades K-4 (Title I)	Yes	$ 38,108	$ 10,214	0.00%	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	$ 86,648	$ 42,842	0.00%	0.00%
2	6	Formative Assessment Programs	Yes	$ 3,100	$ 3,081	0.00%	0.00%
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	$ 468,981	$ 468,981	0.00%	0.00%
3	1	Dean of Culture	Yes	$ 106,692	$ 106,692	0.00%	0.00%

2022-23 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)
$ 3,208,855	$ 833,565	0.00%	25.98%	$ 833,565	0.00%	25.98%	$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

Morgan Hill (MH) Review of Local Indicators and 23-24 LCAP Approval

Section:	III. 23-24 Local Indicators Review and LCAP Approval
Item:	B. Morgan Hill (MH) Review of Local Indicators and 23-24 LCAP Approval
Purpose:	Vote
Submitted by:	
Related Material:	MH Local Indicators 23-24.docx.pdf Voices_MH_LCAP_2023-24.pdf

California Department of Education
September 2022

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

Number/percentage of misassignments of teachers of ELs	Total teacher misassignments	Vacant Teacher Positions
0	0	3

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
0

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

2

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in**

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards		2			
History-Social Science		2			

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	N/A	N/A	N/A	N/A	N/A
Health Education Content Standards	N/A	N/A	N/A	N/A	N/A
Physical Education Model Content Standards	N/A	N/A	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A	N/A	N/A
World Language	N/A	N/A	N/A	N/A	N/A

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

   Voices Academy Morgan Hill (Voices MH) started the year with the Dean of Culture (DoC) on leave and with a new Principal and with the challenge of their school being across three sites. Despite these challenges, ELAC meetings, workshops, and Cafecitos were conducted giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. The meetings are hosted by Voices and stakeholder feedback is collected.

2. Based on the analysis of educational partner input and local data, briefly

describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Voices Academy Morgan Hill will continue to focus on increasing attendance at Cafecito, pushing out invites through ParentSquare, having principals and the Dean of Culture make calls home to encourage more relationship building. Additionally, building those relationships with staff and families includes training teachers on parent-teacher conferences and how to communicate with parents regarding updates with regularity.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Voices Academy Morgan Hill will focus on different outreach approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging etc. Voices will also use these various communication channels to convey information on resources and support families with connecting to these resources.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   Families are happy with relationships between staff and families due to efforts throughout the year and feel like they can go to teachers, the DoC, and the Principal with questions and feedback.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

   Families would like more opportunities for enrichment activities outside of what is currently offered. Voices 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.

   Voices Academy Morgan Hill will also provide additional academic support for students to mitigate learning loss.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families

identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Voices Academy Morgan Hill will focus on different outreach approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging etc. Voices will also use these various communication channels to convey information on resources and support families with connecting to these resources.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   In addition to our stakeholder engagement, where feedback is collected, Voices conducts Network-wide staff, student and family surveys utilizing Panorama, a third party. These surveys are conducted twice a year and are used for planning. We will continue to use those in 2023-2024.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   Voices MH will focus on seeking family input regarding enrichment activities and ways in which parents/guardians can support these activities Voices MH will also seek family input in ways to motivate parent/guardian participation and engagement at school including participation in the Family-schools relationship survey conducted twice a year.

3. Based on the analysis of educational partner input and local data, briefly

describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Voices MH will focus on different outreach approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging, creating a different schedule for meetings including alternate times.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Response:

In the 2022-23 school year, Voices Academy Morgan Hill administered the Panorama Post student support and environment survey. Based on that survey, 56% of students grade 4th-5th and 29% of students grades 6th-7th responded favorably to having a sense of belonging on campus. In addition, the Panorama Post Family-School relationships survey data showed 90% of parents/ guardians responded favorably in regards to school safety. Given this data, Voices added a goal to the 22-23 LCAP, of maintaining and engaging, positive, and school culture and environment for students and families so they participate fully in student learning and school community.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Response: Voices Academies uses different measures and tools to track progress on the broad course of study including:

- Daily attendance, including attendance in middle schools blocks
- Daily schedules for grades K-8
- Pacing calendars for math and ELA curriculum
- Trackers for meeting the instructional minutes for students with special needs
- Regular principal network walkthroughs to monitor implementation of academic program
- Academic weekly data tracking to measure success of implemented course of studies in math and ELA
- Academic lesson internalization and tracking
- Mid-module/unit and end of module/unit Quarterly mid-benchmark quizzes and interim assessments where student data is disaggregated by subgroup including English Learners and Students with Special needs

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Response: All students have access to a broad course of study. All students, regardless of subgroup, engage in our program. Voices MH implements a full inclusion model for students with special needs.Students receive CCSS-aligned English Language Arts and math instruction daily. English Learners receive daily English Language Development, whether it is 60 minutes or a 30 minute intervention session. Students engage in science and social studies texts and knowledge through English Language Arts nonfiction and fiction passages.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Response: Voices MH offers a broad course of study to all students currently, but we are always looking to improve. Our current focus is on setting our professional learning community norms and practices and

systems, in addition to laying a foundation for our lesson internalization and data analysis mindsets and procedures so they lead to improved student outcomes in math, ELD and ELA. Once we see teacher and student success in those priority areas of reading and math, we can then focus our efforts on strengthening our NGSS and History standards-based instruction, curriculum and professional development in grades K-8.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Question 4: Our current focus is on revisiting our professional learning community norms and practices, in addition to resetting our lesson internalization and data analysis mindsets and procedures so they lead to improved student outcomes. We use our student outcomes and come together as a Professional Learning Community weekly to assess where we are making progress and where to focus on next. Based on walkthroughs of classrooms and student data, the principal can decide where to give our staff more support and broad access to study to all students.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

LCFF Budget Overview for Parents

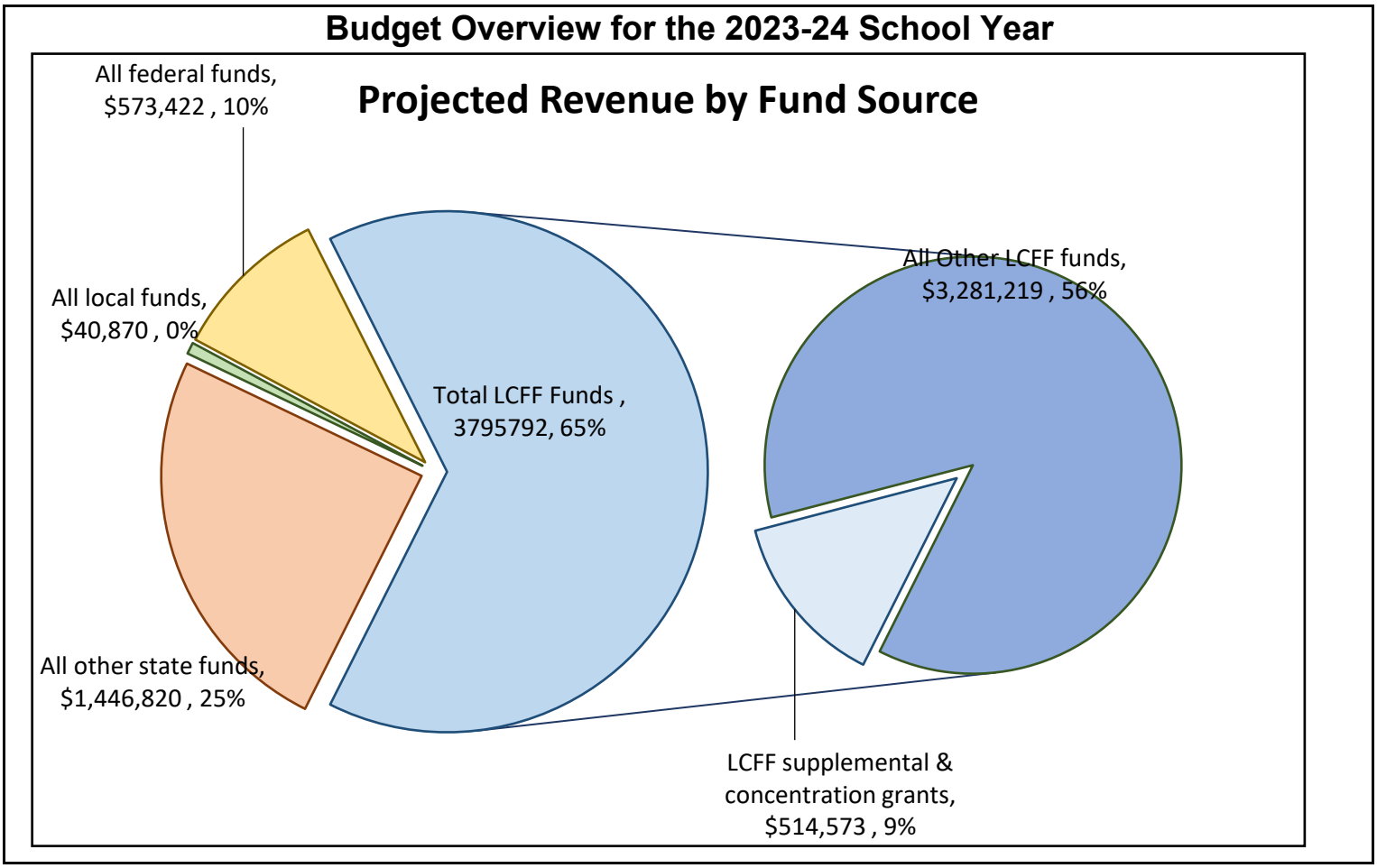
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Morgan Hill

CDS Code: 43 10439 0131748

School Year: 2023-24

LEA contact information: Vicky Lopez, Principal; vlopez@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).

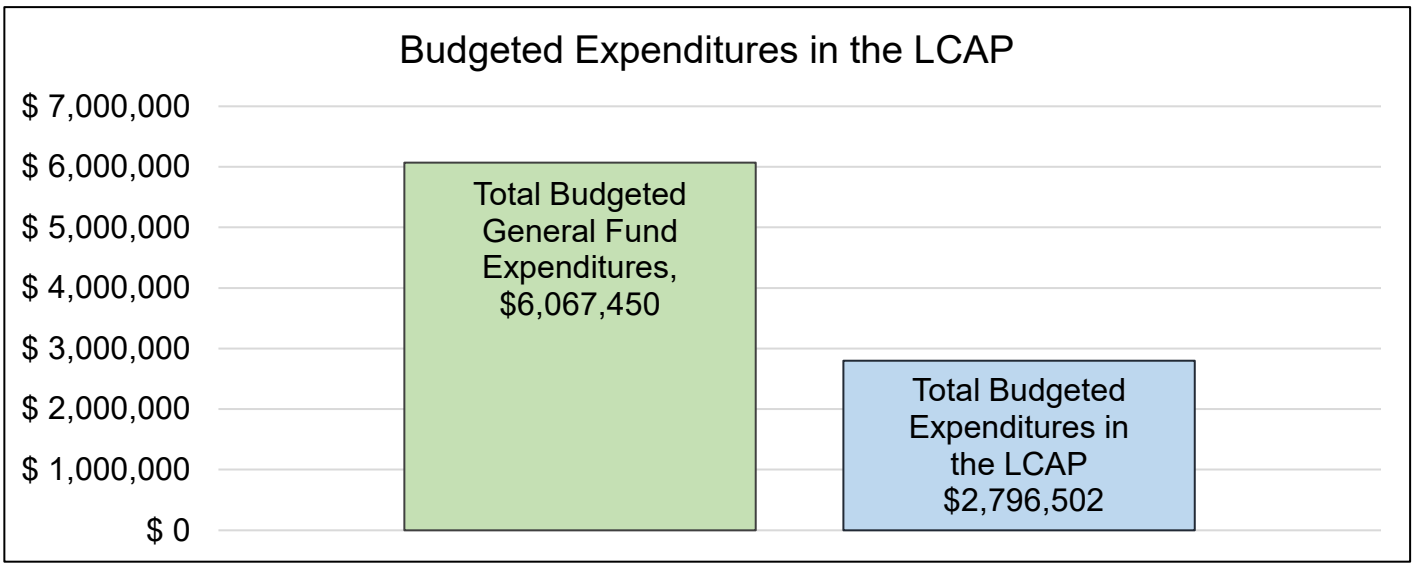


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Morgan Hill expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at Morgan Hill is $5,856,904.00, of which $3,795,792.00 is Local Control Funding Formula (LCFF), $1,446,820.00 is other state funds, $40,870.00 is local funds, and $573,422.00 is federal funds. Of the $3,795,792.00 in LCFF Funds, $514,573.00 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 2023-24. 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 $6,067,450.00 for the 2023-24 school year. Of that amount, $2,796,502.00 is tied to actions/services in the LCAP and $3,270,948.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

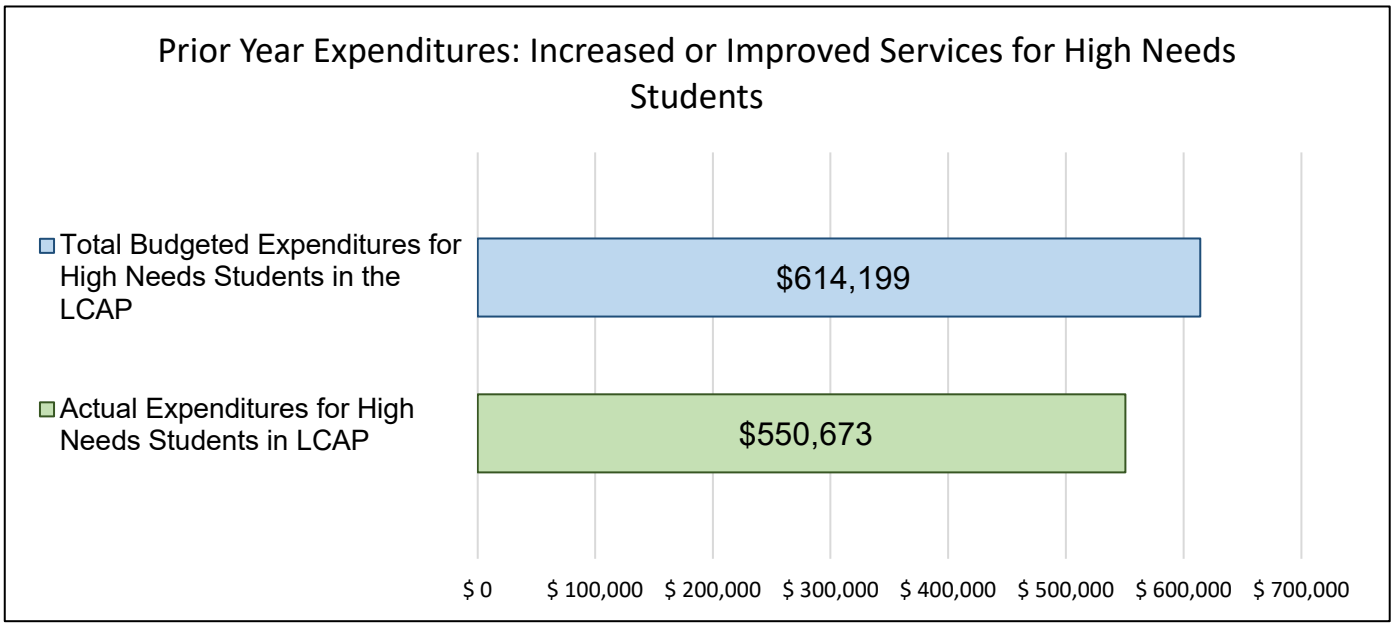
Business Office Expenses, Special Education and Nutrition program expsenses, legal and oversight fees, insurance, equipment leases

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Voices College-Bound Language Academy at Morgan Hill is projecting it will receive $514,573.00 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 $642,737.00 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 2022-23



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 2022-23, Voices College-Bound Language Academy at Morgan Hill's LCAP budgeted $614,199.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Morgan Hill actually spent $550,673.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of $63,526.00 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 and services for high needs students were provided as planned. Some programs and personnel costs were reduced due to lower than projected enrollment this year. The school exceeded the requirement to increase services by 16% with estimated actuals demonstrating an increase of 22% for

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Morgan Hill	Vicky Lopez, Principal	vlopez@voicescharterschool.com 408-791-1700

Plan Summary 2023-24

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 2022-23, Voices MH served a total of 289 students with diverse needs and backgrounds across Transitional Kindergarten through 8th grade. Approximately 64.7% of students are Socioeconomically Disadvantaged; 60% are English Learners; and 15% are Reclassified Fluent English Proficient. In addition, 9% of students qualify for Special Education services. Voices MH students represent a variety of backgrounds, the most significant population identifying as Hispanic/Latino (98%). Other ethnicities include White (1%) and Asian (1%). The unduplicated pupil percentage is approximately 81%. Due to facilities issues, total student enrollment decreased from 392 students in 2021-22, making it necessary to shift plans to accommodate fewer students with a smaller budget.

Voices believes in its students, and in the power of the values that drive our efforts to support student success. Voices’ core values are In Lak’ech, the philosophy of loving and caring for one another because we are one, and “Si Se Puede” Attitude, combined with Voices school-site values of Scholarship and Activism, which together promote 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, particularly English Language Learners, by providing designated and integrated ELD training for all teachers to ensure students have language learning supports in Voices dual-immersion model; Improve student 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; Maintaining 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; and 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.

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.

In the 2022-23 school year, Voices MH was identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2022 California School Dashboard, students with disabilities were in the lowest status level for all but one of the state indicators. Students with disabilities were in the lowest status level for chronic absenteeism and in the medium level for suspension. No academic indicators were generated for this subgroup due to fewer than thirty students enrolled in grades that take the CAASPP assessments. This plan will address ways to improve Voices MH and student outcomes for students with disabilities in particular, based on a needs assessment and identification of resource inequities.

Reflections: Successes

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

Upon review of the 2022 CA Dashboard, Voices Morgan Hill is proud of the growth of English learners as evidenced by a Medium status level by 50.8% of English learners making progress on the ELPAC or maintaining at the highest level. We attribute this progress to the emphasis on providing teachers with professional development on strategies that support English learner progress, as well as additional staffing devoted to providing English learner support. We will continue this emphasis in 2023-24.

Voices MH is also proud of our low suspension rate status on the 2022 CA Dashboard. We attribute this success to the School Leadership Team (Principal, Dean of Culture, Instructional Coach and Business Manager) working in alignment on student behavior and clarity on expectations which resulted in a positive school culture. Voices MH will continue this collaborative approach in future years.

Based on the local data, here are some successes from the 2022-23 school year:

Benchmark 2 data demonstrates growth in conceptual understanding in mathematics as demonstrated by improvement in students' ability to explain their answers. Voices MH attributes this success to the professional development time devoted to mathematics instruction early this year.

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. Voices MH looks forward to building upon the foundation in coming years.

The school has also successfully supported teachers by providing instructional coaching throughout the year. 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 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. Voices provides multiple opportunities for teachers and staff to provide feedback and has addressed this feedback by providing more planning time during summer professional development, Wellness Days, and additional break time during the school year. 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.

Upon review of the 2022 CA Dashboard, Voices Morgan Hill identifies needs in the following areas:

English Language Arts and Mathematics are at the low status level for all students and all numerically significant subgroups. 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:

- 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. Voices will continue to provide the opportunity for principals to participate in principal-specific ELD training and next year will more intentionally create the time and space for principals to engage in this professional development.

- Voices will provide a leadership coach for the principal and part of the coaching work will include analysis of school-level, classroom-level, and subgroup interim assessment data. School leaders will also receive coaching on best practices for differentiating for students with disabilities. This will enable the principal to better support teachers during the school-wide data analysis sessions to plan to differentiate instruction to meet the needs of all students.. 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.

- Voices 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.

- Voices will continue to provide a dedicated instructional coach to provide weekly coaching sessions based on observation in either math and ELA.

- To address the unique needs of students with disabilities, the school will provide a Student Services Manager, who 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 and does walkthroughs of our inclusion program providing 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.

Chronic Absenteeism is at the very high status level for all students and all numerically significant subgroups. Voices MH 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, and 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. 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 challenge in 22-23 and Voices MH anticipates improvements in 23-24. The tiered intervention approach was used, however, not to fidelity given the Dean of Culture's bandwidth which was impacted by supporting increased student behaviors. Voices MH will continue to implement the Tiered approach with greater fidelity in 2023-24.

Student survey results, especially for middle school students, indicate that student sense of belonging is an area of need, which is evidenced by the chronic absenteeism rate. To address this, the Principal will work with the Dean of Culture on student activities that promote a greater sense of connectedness as well as work with the network-level coach to analyze the Panorama student survey data to identify areas of need and create a plan to provide professional development to teachers, associate teachers, and staff members to address the area(s) of need.

In 2022-23, the Dean of Culture and school counselor have been able to meet additional student needs as well. These supports promote social emotional learning which positively impact student attendance and positive behaviors, and will be continued into the 2023-24 school year.

LCAP Highlights

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

The 2023-24 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 English Language Learners by providing designated and integrated ELD training for teachers to ensure all students have language learning supports in Voices' 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 student 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 continue to ensure that 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 Academy 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 and who will deliver high-quality Common Core standard based instruction by providing a competitive salary package, credential monitoring, support with enrollment in and completion of a teacher Induction program, summer professional development, and school leader training focused on developing teachers' strategies to support the progress of English learners and students with disabilities.

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/guardians 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 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/guardian advisory group and also fulfills the role of the LCAP Parent Advisory Committee consisting of teachers, administrators, and parents/guardians (including at least one parent of a student with disabilities). This group provides feedback throughout the year on the strengths and needs of our program.

Parents/guardians, teachers, staff, and school administrators have provided feedback at many of the events described and also through the Network-wide surveys. Teachers, staff, and school administrators have provided feedback at Skip Level meetings that occur twice a year. At Skip Level meetings, someone from the Voices Network comes to collect feedback from each staff member on whether they are receiving the support they need to perform their job duties. Voices also conducted Listening Tours where the Voices Senior Leadership Team visits each school and meets with small groups of teachers, associate teachers, administrators, and other staff members to collect feedback.

<u>Opportunities for parents to discuss LCAP topics:</u>

Cafecitos: 2/8/23, 3/8/23, 4/26/23, 5/17/23

ELAC Meetings: 2/15/23, 3/15/23

SELPA review: May 2023

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 educational partner engagement opportunities and determined tribes, civil rights organizations, and other advocacy groups are not affiliated with our current student population. 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 feel positively about both the summer professional development and the professional development provided during the mid-day block. Teachers felt the summer professional development was more engaging this year. Administrators believe the professional development was useful and well-received by teachers because they were provided more additional unstructured planning time than in previous years.

Due to the challenge of being spread across multiple campuses, teachers are concerned about the availability of an administrator if an issue arises. Voices MH has one principal.

Teachers and administrators have requested more professional development, especially specific to meeting the needs of English Learners and Students with disabilities. They appreciate the Wellness Days and shared that with the extended school day, they need more of these Wellness Days and a longer winter break.

Associate Teachers would like more training in addressing student behavior needs, especially deescalation strategies. They also report needing more training in small group instruction strategies to push student thinking and increase rigor.

Teachers, staff, and administrators have all expressed the need for stronger communication between the network and the school sites. School site personnel feel uninformed about what is happening at the network level and thus feels disconnected from the larger Voices community.

Students, especially middle school students, want more enrichment and sports opportunities. There is a decreased sense of student connectedness and safety.

Students appreciate the new playgrounds and middle school students appreciate having their own space. All students love the Voices traditions and events that have resumed at the school this year.

Families have responded positively about the school's ability to maintain three campuses. Operational issues are the main parent concerns with pick up and drop off procedures. Parents are excited about attending the events Voices MH was able to resume this year and look forward to additional opportunities to be more involved. They feel positive about communication and feel the school is responsive to their needs.

Strengths Identified:

- Teacher Retention

- School Culture

- ELD Program

- Programs for Intervention

Needs Identified

- More Social Emotional Learning supports, such as programming for parents/families and students
- Full-counselor for all sites
- Collaboration with Pacific Clinics for additional support
- More academic support for students who are below grade-level, such as tutoring or intervention.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partner feedback was carefully considered and influenced the following elements of the LCAP:

The Engaging Supplemental Technology action has been removed based on teacher feedback that these tools are no longer useful for them as they have returned to in-person instruction.

Goal 4, Action 5 was updated to include training for school leaders on differentiation strategies for students with disabilities. The plan is for the school leaders to take the learning back to the schools and be better able to provide professional development and coaching for teachers on implementing these strategies in their classrooms.

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. (Broad Goal - Priority 2, 4A, 4C, 4D, 8)

An explanation of why the LEA has developed this goal.

This **broad** goal was created because a large percentage of the Voices population is made up of English Language Learners (ELs) and all Voices students are language learners in the dual-immersion program. The majority of Voices students who are ELs also fall into our SED subgroup. Internal interim math and ELA assessments show that when we compare English learners to RFEP and English Only students, our English Learners are 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 students and all numerically significant subgroups	Distance from Standard 18-19 All Students: 23.4 points below standard Hispanic -23.2 points below standard English Learners -26 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: -43.9 Hispanic: -45.1 English Learners: -58 Socioeconomically Disadvantaged: -51.3 Students with Disabilities: -116.7 Data Year: 2021-22		All Students - 13 points below standard Hispanic -13 points above English Learners - 16 points below standard Socioeconomically Disadvantaged - 16

	Socioeconomically Disadvantaged - 26.5 points below standard Students with Disabilities -74.4 points below standard		Data Source: CA Dashboard		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 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: -68.3 Hispanic: -68.9 English Learners: -82.4 Socioeconomically Disadvantaged: -71.5 Students with Disabilities: -146 Data Year: 2021-22 Data Source: CA Dashboard		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 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: 32.53% Hispanic: 32.19% English Learners: 18.32% Socioeconomically Disadvantaged: 28.24% Students with Disabilities: 11.54% Data Year: 2021-22 Data Source: Dataquest		All Students - 48% Hispanic - 48% English Learners 30% Socioeconomically Disadvantaged - 48% Data Year: 2022-23 Data Source: Dataquest
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: 25% Hispanic: 25% English Learners: 12.31% Socioeconomically Disadvantaged: 23.86% Students with Disabilities: 7.7% Data Year: 2021-22 Data Source: Dataquest		All Students - 58% Hispanic - 58% English Learners 44% Socioeconomically Disadvantaged - 51% Data Year: 2022-23 Data Source: Dataquest
CA School Dashboard-	2019 CA Dashboard 37.6%	ELPI not Reported 2021-22	50.8% of English language learners		55% of English language learners

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		43% Students Scored 3 or 4 on ELPAC DataQuest ELPAC Summative	progress at least one level or maintain Data Year: 2021-22 Data Source: CA Dashboard		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	Data release delayed by the CDE Data Year: 2021-22 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 on our current EL subgroup data.	$ 7,975	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	$2,000	Y

		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.		

Goal Analysis for 2022-23

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 SIOP training was not provided to teachers this year. All instructional staff are now teaching and prioritizing English Language Development. Teachers feel confident in their ability to support English learners, and they are united in their use of Systematic ELD for language intervention. It was difficult to find appropriate class coverage during teacher training, because it was split up over five days. Unfortunately, it was not possible for teachers to attend all five sessions due to lack of coverage.

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 material differences between the budgeted expenditures and estimated actual expenditures in the following action:

Action 1 Systematic ELD and SIOP Teacher Training: Action 1 Systematic ELD and SIOP Teacher Training: Budgeted Expenditures $10,400 and Estimated Actuals of $0 due to the school not providing SIOP training and the Systematic ELD training being provided by internal staff, rather than an external provider.

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

The SIOP Teacher Training action was partially successful because while teachers were able to attend the majority of sessions, it was not able to be implemented exactly as planned. Class coverage was a challenge this year in regards to teacher attendance. Still, teachers feel confident in their knowledge of English Language Development and their ability to support their English learner students.

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 shows that 50.2% of English Learners progressed at least one level or maintained at Level 4 on the 2021-22 ELPAC.

The 2022 CAASPP data also indicates these actions were not entirely effective at supporting students with recovering from pandemic-related learning loss. It is hard to determine to what extent these actions and those actions in Goal 2 can be attributed to the data because of the

high chronic absenteeism rate. Over 42% of Voices Morgan Hill students were absent for more than 10% of the school year (See Goal 3 metrics). This lack of consistency in classroom instruction may be a significant factor in student achievement in 2021-22.

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.

Based on the 2022 Dashboard data showing 50.8% of English learners making progress or maintaining at the highest level on the ELPAC, the expected outcome for next year has increased to 55%.

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 (Broad Goal -1B, 2, 7, 8)

An explanation of why the LEA has developed this goal.

This **broad** goal was developed to address two subgroups of concern with academic achievement, students with disabilities and socioeconomically disadvantaged students, particularly in ELA. Voices internal reading and math interim assessment data shows that while some students with disabilities are performing similarly to their general population counterparts in math, 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). Voices will continue to build on that knowledge. Voices response to the COVID-19 pandemic and distance learning also helped the school realize how key the associate teachers were in supporting students and mitigating learning loss. Associate teachers and their training proved invaluable in supporting Voices to make progress with students and will continue to be vital as Voices looks to 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	23% of students proficient Data Year: 2022-23 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	9% of students proficient Data Year: 2022-23 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	44% of students met their growth goals Data Year: 2022-23 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	57% of students met their growth goals Data Year: 2022-23		65% of students meet their growth goals in math based on MAP mathematics assessment

		Data Source: Local Assessment Data	Data Source: Local Assessment Data		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: 2022-23 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: 2022-23 Data Source: Curriculum and Assessment inventory/ procurement list		100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: Data Source: Curriculum and Assessment inventory/ procurement list
CA Science Test (CAST) % of students meeting/exceeding standards for all	No CAST data for 2021 due to the pandemic related testing disruptions	N/A (metric added in 2022)	All Students: 18% Hispanic: 18.37% English Learners: 4.17%		30% Data Year: 2022-23 Data Source: Dataquest

students and all numerically significant subgroups (added in 2022)			Socioeconomically Disadvantaged: 16.67% Data Year: 2021-22 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), 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.	$23,160	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.	$16,000	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	$267,022	Y

		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.		
Action 4	Associate teachers (Title I & LCFF S&C)	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.	$182,245	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.	$109,353	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.	$4,000	Y

		Our associate teachers, special 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.	$107,228	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.	$125,658	Y

Goal Analysis for 2022-23

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 that the Student Services Manager role is now vacant due to the exit of a staff member in November of 2022.

Successes with the action implementation process include that the school was able to deliver on all planned tasks despite the challenges of coverage. We were able to maintain fidelity of our benchmark assessment goals, and teachers completed their data analysis cycles.

One challenge with implementation this year was that testing was a challenge due to staffing coverage issues. In addition, the lack of a Student Services Manager put a bit more pressure on teachers and increased their workload.

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 material differences between the budgeted expenditures and estimated actual expenditures in the following actions:

Action 2 Standards Aligned Core Curriculum budgeted $17,110 and estimated actuals $13,577 due to not purchasing as many sets of Navigator novels as planned.

Action 4 Associate Teachers budgeted $129,172 and estimated actuals $149,555 due to the variability in hourly rates and hours worked for various Associate Teachers.

Action 5 Technology and programs for adaptive intervention programs budgeted $91,516 and estimated actuals $81,264 due to some programs costing less than budgeted due to lower enrollment.

Action 6 Formative Assessment programs budgeted $4,000 and estimated actuals $3,041 due to the program costing less than budgeted due to lower enrollment.

Action 7 Student Services Manager budgeted $107,631 and estimated actuals $41,653 due the Student Services Manager resigning partway through the year and the inability to find a qualified replacement.

Action 8 LAS Links Administration budgeted $4,000 and estimated actuals $1,185 due to needing fewer new materials for administration this year.

Action 9 Small class sizes, teacher recruitment & retention (raises and bonuses) budgeted $248,253 and estimated actuals $208,101 due to reduced enrollment resulting in fewer teachers to provide bonuses for this year.

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 are not showing effectiveness this year as evidenced by 23% of students proficient on the Internal Math Assessment K-8 benchmark 2 and 9% of students proficient in on the Internal ELA Assessment 2-8 in Benchmark 2 in 2022-23.

Additionally, these actions were somewhat effective with 44% of students meeting MAP growth goals for Reading and effective with regards to math instruction with 57% of students meeting MAP growth goals for Math in 2022-23.

The lack of effectiveness of these actions results from the difficulties in staffing key positions this year, resulting in less fidelity to established procedures and plans. Action 9 around teacher recruitment is key to resolving these staffing issues and should be expanded to include principal, associate teacher, and other key staff member recruitment. The ability to expand this action is limited by budgetary constraints, so at this time Voices is investigating changes to the action but cannot formalize until more information is available.

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 being made to the planned goal, metrics, desired outcomes, or actions for the coming 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 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. (Broad Goal - 1C,3A,3B, 5A, 5B, 5C, 6A, 6B, 6C, 7, 8)

An explanation of why the LEA has developed this goal.

This broad goal was developed because school culture impacts student attendance, student behavior, and ultimately student learning. The 2022 CA Dashboard shows 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. 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.

In 2022-23 Voices held all Covid Protocols in place until February so the challenges experienced in 2021-22 continued and post pandemic recovery still warranted an increased focus on students' needs to rediscover a sense of belonging and connectedness to school and a focus on their social emotional wellbeing in order for academic growth to accelerate optimally for the longer term. Restorative Practice and SEL training was conducted with instructional staff, support staff and administrative staff. Additional staff training is still needed.

Parent/guardian participation was impacted in 2021-22 as Covid Protocols impacted the ability for parents to be on campus and in 2022-23 the year started with Covid Protocols requiring proof of vaccination or a negative Covid Test making attending on-site parent/guardian meetings challenging for some families and required much more time and effort by school staff. These protocols ensured continued safety but overall impacted parent/guardian engagement.

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	4.5% survey response 15 Parents attended LCAP meeting Data Year: 2022-23 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: 10/21, 11/18, 2/17, 3/24, 4/28 Data Year: 2021-22 Data Source: Sign-in sheets and training dates	25% Data Year: 2023-24 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)	ALL 90.14% ELs 89.60% SES on red 92.24% Data Year: 2019-20	ALL 89.30% ELs 89.08% SES 86.13% Data Year: 2021-22 Data Source: Local	All: 90.82% ELs: 90.47% SES: 85.78% Data Year: 2022-23 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%	All - 9.5% EL - 10.8% Hispanic - 9.4%	All: 42.5% EL: 43.2% Hispanic:42.2%		All <10% EL <10% Hispanic <10% Socioeconomically Disadvantaged <10%

	Students with Disabilities - 15% Source: 2019 CA Dashboard Chronic Absenteeism Indicator	Socioeconomically Disadvantaged - 10.7% Students with Disabilities - 20% Source: DataQuest Data Year: 2020-21	Socioeconomically Disadvantaged: 42.2% Students with Disabilities: 54.3% Source: DataQuest Data Year: 2021-22		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	0% Data Year: 2021-22 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	All: 1% EL: 0.7% Hispanic: 1% Socioeconomically Disadvantaged: 1.2% Students with Disabilities: 2.1% Data Year: 2021-22 Source: CA Dashboard		Maintain a low student suspension rate of ≤5% for all students and all subgroups 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	0% Data Year: 2021-22 Source: DataQuest Expulsion		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*	59% of students grades 4th-5th responded favorably 51% of students grades 6th-7th responded favorably	63% of students grades 4th-5th responded favorably 38% of students grades 6th-7th responded favorably Data Year: 2021-22 Data Source: Local	56% of students grades 4th & 5th responded favorably 29% of students grades 6th thru 8th responded favorably Data Year: 2022-23 Data Source: Local		At least 70% of students respond favorably88% of students responded favorably 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	90% of parents/guardians responded favorably Data Year: 2022-23 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: 2022-23 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	7 walkthroughs conducted Data Year: 2022-23 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: 2022-23 Data Source: Local		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 TK-8.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	$98,268	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.	$40,000	N
Action 3	Student Success and Positive Behavior Support	Voices will provide a data management system to track student behavior, provide intervention planning tools for individual students,	$13,000	Y

		and progress monitoring tools to determine whether the interventions are supporting students. A curated library of intervention strategies aligned to the Voices School Culture Playbook will be available for teachers and staff that span all three MTSS tiers and each developmental stage (K-12). This data management system will also provide student attendance information and Network-side student survey results to promote a whole child approach.		
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 Day custodian to clean regularly and also had the afternoon custodian to provide deep cleaning.	$617,867	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 Manager will concentrate time on school attendance and reporting.	$209,837	N

Goal Analysis for 2022-23

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 did not institute the Advisory Council, Grupo Estudiantil for the middle school students though a middle school yearbook committee was established. The Enrichment Activities and Advisory Curriculum action have not been implemented as planned due to not having sufficient staff to support activities as needed and the DoC's bandwidth. In addition, we did not utilize the supplemental technology programs Nearpod or PearDeck premium because of the return to in-person instructional practices.

Successes with the action implementation process include the fact that despite breaking into three separate campuses this year, school and community culture have remained strong. We have held many in-person events that were well received by staff, students and families alike. The Dean of Culture and Counselor have ensured that students have received needed support, and attendance has been continuously improving.

One challenge with implementation this year was that the school is now split across three different sites, which can make the promotion of a positive school and staff culture more challenging. Another challenge has been participation in the midday virtual block for all staff. Since the Dean of Culture (DoC) was on leave of absence the first months of school, the Chief Culture Officer of In Lak'Ech supported primarily middle school students 2 to 3 times weekly. Given the school was spread across three sites, the primary focus was behavior and safety to promote a positive school culture. This included conducting several middle school parent/guardian meetings at the start of the school year to inform, update and partner with parents/guardians regarding student behavior. These actions were highly effective in building rapport with the new Principal.

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 material differences between the budgeted expenditures and estimated actual expenditures in the following actions:

Action 2 Enrichment Activities and Advisory Curriculum budgeted expenditures $24,160 and estimated actuals $0 due to the school not purchasing Arts in Action or Playworks programs this year.

Action 4 Facility Maintenance budgeted expenditures $458,272 and estimated actual expenditures $730,365 due to more rental expenses than expected, including a close-out cost of the old school, additional space at the Community Center, and additional storage rental for furniture and supplies.

Action 5 Admin Support Staff budgeted expenditures $127,220 and estimated actuals $159,229 due to needing 3 office clerks at the 3 sites, instead of just two to complement the business manager.

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

The Enrichment Activities and Advisory Curriculum action have not been implemented as planned due to not having sufficient staff to support activities as needed with the Dean of Culture (DoC) on leave at the beginning of the year. Upon the DoC return in late November, incentives and programs were put in place to motivate students around attendance positively impacting attendance as internal reports show gradual improvement. Student survey data shows a decrease in the percentage of students responding positively to questions about school belonging this year compared to last year.

The school survey family response rate of 4.5% is also in need of improvement.

The Facility Maintenance and Admin Support staff actions were implemented as planned with seven facility safety walk-throughs being conducted on campus this year. Family survey data shows 90% of families responding positively to school safety questions.

The Engaging Supplemental Technology action was not implemented as it is no longer needed due to the return to full in-person instruction.

These actions were not effective at addressing chronic absenteeism with 42.5% of Voices MH students absent for more than 10% of the school year in 2021-22. This was a complicated issue due to the need for close contacts to quarantine after COVID-19 exposure and students not completing assignments at home that would count towards independent study attendance. This continued to be a challenge

early in the 2022-23 school year with high rates of flu, RSV, and COVID-19 circulating in the community. We are seeing a little success with P2 CALPADS attendance data showing a 91% daily attendance rate, which is a 2 percentage point increase from last 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.

There are no changes being made to the planned goal, metrics, or desired outcomes for the coming year.

The Engaging Supplemental Technology action has been removed based on teacher feedback that these tools are no longer useful for them as they have returned to in-person instruction.

A Student Success and Positive Behavior Support action has been added as Action 3 for 2023-24 to address the need for additional support for school staff in supporting student behavior and student engagement and reducing chronic absence rates.

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. (Broad Goal -Priority 1A, 6C)

An explanation of why the LEA has developed this goal.

Voices serves 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 Voices was able to provide a strong virtual and hybrid program in 2020-21, research and our own internal data has shown that students did not meet growth goals. In particular, Voices K-1 students faced challenges in literacy instruction online and we expect that Voices will need highly-trained teachers to support the resulting learning loss. Voices has to make sure our teachers have the mindset, will and skill necessary to tackle the challenges of post-pandemic education and that they will work to achieve positive student outcomes. Coupled with the California teacher shortage before COVID-19, and that many educators have been leaving the profession, Voices foresees a challenge in being able to fill these roles. We know pandemic related learning loss will have an impact on students for years to come, and the more Voices 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 Teachers complete induction program within eligibility period	100% Eligible teachers complete induction program Data Year: 2021-22 Data Source: Voices BTSA list	100% Eligible teachers complete induction program Data Year: 2022-23 Data Source: Voices BTSA list		100% Eligible Teachers 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.	80% teachers with appropriate permit or waiver credential in 2022-23 Source: Local data 54% fully credentialed and properly assigned per federal criteria Data Year: 2020-21 Data Source: SARC		100% teachers with appropriate permit or waiver credential Data Year: 2021-22 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	$14,910	N
3	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	$919,599	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.	$5,880	N
5	School Leader Training	If we provide training for our school leaders in data analysis (both academic and culture) and differentiation strategies to support English learners and students with disabilities, they will be better equipped to coach teachers to address the needs of English learners and students with disabilities in the classroom.	$25,000	N

Goal Analysis for 2022-23

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 there was only one participant in the induction program this year. Also, the School Leader training in English Learner practices was not implemented because the school leader did not take advantage of the budgeted funds available for this training.

Successes with the action implementation process include the comprehensive teacher observation schedule completed by the Principal and the Instructional Coach.

One challenge with implementation this year was that having three school sites meant that teachers did not always get the support they needed from administration.

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

There were material differences between the budgeted expenditures and estimated actual expenditures in the following actions:

Action 1 Induction Program budgeted expenditures $14,000 and estimated actuals $3,500 due to only one teacher needing to participate in the induction program, instead of the 4 expected to participate.

Action 3 Highly Qualified Teachers budgeted expenditures $896,619 and estimated actuals $769,332 due to reduced enrollment requiring fewer teachers.

Action 5 School Leader Training budgeted expenditures $5,000 and estimated actuals $0 because the school leaders did not take advantage of the budget available to them for their professional development.

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. Hiring highly qualified teachers is a challenge amidst the current teacher shortage. Voices supports its teachers in obtaining the appropriate waiver or permit while they are in the process of earning their full teaching credential.

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 made to the planned goal, metrics, or desired outcomes for the coming year.

The description of the school leader training has been modified to include training school leaders on data analysis and differentiation strategies for students with disabilities, in addition to English learner strategies. This is based on identified needs for both subgroups of students.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$514,573	$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
15.68%	0%	$0	15.68%

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 2022 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that both groups are at the low level in both content areas. Voices MH has identified the need for improvement in ELA and Math achievement for all student groups. This data points to the need to increase the level of targeted support in Math and ELA, as well as identifying more strategies for using data to inform instruction and professional development and coaching on differentiating instruction and interventions. We had medium performance in 2022 on the English Learner Progress Indicator, with 50.8% of students making progress towards English language proficiency.

Actions

Based on a review of data, we have designed the 2023 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 additional staff training for the Associate Teachers on ELPAC administration and the purchase of benchmark assessments ensures the school has high quality data for use in making instructional

decisions. The academic support exists 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. Voices ensures teachers have access to formative assessment programs to provide in the moment data on student understanding and adaptive intervention programs to provide personalized instruction.

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training

Goal 1, Action 2 ELPAC Administration

Goal 2, Action 1 Benchmark Assessments 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 have seen growth in English Learner Progress with 50.8% of English learners making progress or maintaining at the highest level on the ELPAC, an increase of 13.2 points from 2019. With continued implementation of these actions, we will ensure steady growth in our other academic outcomes, such as SBAC ELA and Math and EL 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 2022 on the CA Dashboard, our Socioeconomically disadvantaged student group was at medium status and our English Learners were at low status for Suspension. Our Chronic Absence rate was at very high status for both groups. In 2022-23, 90% 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 TK-8. The Dean of Culture will also provide parent education. Voices will also provide a data management system to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. These actions are 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

Goal 3, Action 3 Student Success and Positive Behavior Support

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 19.59% through the following LEA-wide actions:

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training $7,975 = 0.24%

Goal 1, Action 2 ELPAC Administration $2,000 = 0.06%

Goal 2, Action 1 Benchmark Assessments Licenses and Screeners $23,160 = 0.71%

Goal 2, Action 3 Staff Coaching support $267,022 = 8.14%

Goal 2, Action 4 Associate Teachers $73,885 = 2.25%

Goal 2, Action 5 Technology and programs for adaptive intervention programs $84,153 = 2.56%

Goal 2, Action 6 Formative Assessment Programs $4,000 = 0.12%

Goal 2, Action 9 Small Class sizes, teacher recruitment and retention $125,658 = 3.83%

Goal 3, Action 1 Dean of Culture $49,884 = 1.52%

Goal 3, Action 3 Student Success and Positive Behavior Support $5,000 = 0.15%

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,179,209	$ 265,451	$ 25,000	$ 326,842	2,796,502	$ 2,004,844	$ 791,658

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	$ 7,975	$ -	$ -	$ -	$ 7,975
1	2	ELPAC Administration	All	$ 2,000	$ -	$ -	$ -	$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	All	$ 23,160	$ -	$ -	$ -	$ 23,160
2	2	Standards Aligned Core Curriculum	All	$ 16,000	$ -	$ -	$ -	$ 16,000
2	3	Staff Coaching Support	All	$ 267,022	$ -	$ -	$ -	$ 267,022
2	4	Associate teachers (Title 1)	All	$ 73,885	$ -	$ -	$ 108,360	$ 182,245
2	5	Technology and programs for adaptive intervention programs	All	$ 84,153	$ -	$ -	$ 25,200	$ 109,353
2	6	Formative Assessment Programs	All	$ 4,000	$ -	$ -	$ -	$ 4,000
2	7	Student Services Manager	All	$ -	$ 107,228	$ -	$ -	$ 107,228
2	8	LAS Links administration	All	$ 4,000	$ -	$ -	$ -	$ 4,000
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	All	$ 125,658	$ -	$ -	$ -	$ 125,658
3	1	Dean of Culture	All	$ 49,884	$ 48,384	$ -	$ -	$ 98,268
3	2	Enrichment Activities and Advisory Curriculum	All	$ -	$ 40,000	$ -	$ -	$ 40,000
3	3	Student Success and Positive Behavior Support	All	$ 5,000	$ 8,000	$ -	$ -	$ 13,000
3	4	Facility Maintanence	All	$ 581,963	$ -	$ -	$ 35,904	$ 617,867
3	5	Admin Support Staff	All	$ -	$ 52,459	$ -	$ 157,378	$ 209,837
4	1	Induction Program	All	$ -	$ 3,500	$ -	$ -	$ 3,500
4	2	Credential Monitoring	All	$ 14,910	$ -	$ -	$ -	$ 14,910
4	3	Highly Qualified teachers	All	$ 919,599	$ -	$ -	$ -	$ 919,599
4	4	Summer Professional Development	All	$ -	$ 5,880	$ -	$ -	$ 5,880
4	5	School Leader Training	All	$ -	$ -	$ 25,000	$ -	$ 25,000

2023-24 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
$ 3,281,219	$ 514,573	15.68%	0.00%	15.68%	$ 642,737	0.00%	19.59%	**Total:**	$ 642,737
								LEA-wide Total:	$ 642,737
								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	English Learners	All	$ 7,975	0.00%
1	2	ELPAC Administration	Yes	LEA-wide	English Learners	All	$ 2,000	0.00%
2	1	Benchmark Assessments Licenses and Screeners	Yes	LEA-wide	All	All	$ 23,160	0.00%
2	3	Staff Coaching Support	Yes	LEA-wide	All	All	$ 267,022	0.00%
2	4	Associate teachers (Title 1)	Yes	LEA-wide	All	All	$ 73,885	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	LEA-wide	All	All	$ 84,153	0.00%
2	6	Formative Assessment Programs	Yes	LEA-wide	All	All	$ 4,000	0.00%
2	9	Small class sizes, teacher recruitment & retention (raises & bc	Yes	LEA-wide	All	All	$ 125,658	0.00%
3	1	Dean of Culture	Yes	LEA-wide	All	All	$ 49,884	0.00%
3	3	Student Success and Positive Behavior Support	Yes	LEA-wide	All	All	$ 5,000	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,541,017	$ 2,551,129

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	$ 10,400	$ -
1	2	ELPAC Administration	No	$ 2,000	$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	No	$ 23,140	$ 22,891
2	2	Standards Aligned Core Curriculum	No	$ 17,100	$ 13,577
2	3	Staff Coaching Support	Yes	$ 254,131	$ 245,812
2	4	Associate teachers in grades K-4 (Title I)	No	$ 129,172	$ 149,455
2	5	Technology and programs for adaptive intervention programs	No	$ 91,516	$ 81,264
2	6	Formative Assessment Programs	No	$ 4,000	$ 3,041
2	7	Student Services Manager	No	$ 107,631	$ 41,653
2	8	LAS Links administration	No	$ 4,000	$ 1,185
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	$ 248,253	$ 208,101
3	1	Dean of Culture	Yes	$ 101,415	$ 96,760
3	2	Enrichment Activities and Advisory Curriculum	No	$ 24,160	$ -
3	3	Engaging Supplemental Technology	No	$ -	$ -
3	4	Facility Maintanence	No	$ 458,272	$ 730,365
3	5	Admin Support Staff	No	$ 127,220	$ 159,229
4	1	Induction Program	No	$ 14,000	$ 3,500
4	2	Credential Monitoring	No	$ 16,988	$ 16,988
4	3	Highly Qualified teachers	No	$ 896,619	$ 769,332
4	4	Summer Professional Development	No	$ 6,000	$ 5,976
4	5	School Leader Training	No	$ 5,000	$ -

2022-23 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)
$ 402,504	$ 614,199	$ 550,673	$ 63,526	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	$ 10,400	$ -	0.00%	0.00%
2	3	Staff Coaching Support	Yes	$ 254,131	$ 245,812	0.00%	0.00%
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	$ 248,253	$ 208,101	0.00%	0.00%
3	1	Dean of Culture	Yes	$ 101,415	$ 96,760	0.00%	0.00%

2022-23 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)
$ 2,500,641	$ 402,504	0.00%	16.10%	$ 550,673	0.00%	22.02%	$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

Mount Pleasant (MP) Review of Local Indicators and 23-24 LCAP Approval

Section: III. 23-24 Local Indicators Review and LCAP Approval
Item: C. Mount Pleasant (MP) Review of Local Indicators and 23-24 LCAP Approval
Purpose: Vote
Submitted by:
Related Material: MP Local Indicators 23-24.docx.pdf
Revised MP LCAP 23-24.pdf

California Department of Education
September 2022

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

Number/percentage of misassignments of teachers of ELs	Total teacher misassignments	Vacant Teacher Positions

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
0

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

5

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards		2			
History-Social Science		2			

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science			3		

3. **Rate the LEA's progress in implementing policies or programs to support staff in**

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards		2			
History-Social Science		2			

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	N/A	N/A	N/A	N/A	N/A
Health Education Content Standards	N/A	N/A	N/A	N/A	N/A
Physical Education Model Content Standards	N/A	N/A	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A	N/A	N/A
World Language	N/A	N/A	N/A	N/A	N/A

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	2
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	3
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	2
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	3

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

   Voices Academy Mount Pleasant knows the importance of stakeholder engagement, as it leads to developing an effective plan for the school and student success. This year was impacted by significant student behaviors and staff shortages including within the school-site leadership team. This affected the bandwidth to conduct workshops which were not implemented until the last months of school. Throughout the year, Voices Academy at Mount Pleasant did conduct ELAC meetings and Cafecitos planned, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. All materials

are provided in English and Spanish. The meetings are hosted by Voices and stakeholder feedback is collected.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Voices Academy Mount Pleasant (Voices MP) will continue to focus on increasing attendance at ELAC, Cafecito,and Workshops pushing out invites through ParentSquare as well as having the principals and Dean of Culture make calls home to encourage more relationship building. Additionally, building those relationships with staff and families includes training teachers on parent-teacher conferences and how to communicate with parents regularly with updates. Voices MP also plans to encourage families to attend Plazas (student assemblies). Voices MP also plans to conduct several school-wide events for both students and families to attend with opportunities for families to support in the planning.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Voices Academy Mount Pleasant will focus on different outreach approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	2
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   Voices MP experienced staff shortages this year and several of the school-site leadership team positions were vacant the second half of the year which warranted the Network Senior Leader Team to support and on an almost daily basis. This focused on Voices strength and Core Value of Shared Leadership. Families expressed concern with staffing shortages and its impact in the classroom. The Chief Academic Officer and Chief Culture Officer of In Lak'Ech conducted several parent/guardian meetings to provide updates and promote transparency and integrity. Families are beginning to feel more hopeful for the coming year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

   Voices MP will start the year with a Parent/Guardian Education Workshop calendar to provide families with resources and guidance on how to support their student and partner and collaborate with the school.

Families would like more opportunities for enrichment activities outside of what is currently offered. Voices will continue to focus on student wellbeing by supporting them to build coping skills. We will provide advisory for middle school students and an SEL curriculum.

Voices will also provide additional academic support for students to mitigate learning loss.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Voices will focus on different outreach approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging etc. Voices will also use these various communication channels to convey information on resources and support families with connecting to these resources.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	2
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	2
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   In addition to our stakeholder engagement, where feedback is collected, Voices Network-wide staff, student and family surveys utilizing Panorama, a third party. These surveys are conducted twice a year and are used for planning.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   Voices MP will focus on seeking family input regarding enrichment activities and ways in which parents/guardians can support these activities Voices MP also seeks family input in ways to motivate parent/guardian participation and engagement at school including participating in the Family-schools relationship survey conducted twice a year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families

identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Voices will focus on different outreach approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging, creating a different schedule for meetings including alternate times and offering information and connection to community resources.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Response

In the 2022-2023 school year, Voices Mount Pleasant administered the Panorama Post student support and environment survey. Based on that survey, 34% of students grades 6th-7th responded favorably to having a sense of belonging on campus and unfortunately, 4th and 5th graders were not surveyed. In addition, the Panorama Post Family-School relationships survey data showed 57% of parents/guardians responded favorably in regards to the school safety.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Response: Voices Academies uses different measures and tools to track progress on the broad course of study including:

- Daily attendance, including attendance in middle schools blocks
- Daily schedules for grades K-8
- Pacing calendars for math and ELA curriculum
- Trackers for meeting the instructional minutes for students with special needs
- Regular principal network walkthroughs to monitor implementation of academic program
- Academic weekly data tracking to measure success of implemented course of studies in math and ELA
- Academic lesson internalization and tracking
- Mid-module/unit and end of module/unit Quarterly mid-benchmark quizzes and interim assessments where student data is disaggregated by subgroup including English Learners and Students with Special needs

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Response: All students have access to a broad course of study. All students, regardless of subgroup, engage in our program. Voices Mount Pleasant implements a full inclusion model for students with special needs.Students receive CCSS-aligned English Language Arts and math instruction daily. English Learners receive daily English Language Development, whether it is 60 minutes or a 30 minute intervention session. Students engage in science and social studies texts and knowledge through English Language Arts nonfiction and fiction passages.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Response: Voices Mount Pleasant offers a broad course of study to all students currently, but we are always looking to improve. Our current focus is on setting our professional learning community norms and practices and systems, in addition to strengthening our foundation and understanding of lesson internalization, curriculum understanding and data analysis mindsets and procedures so they lead to improved student outcomes in math, ELD and ELA. Once we see teacher and student success in that priority areas of reading and math, we can then focus our efforts on strengthening our NGSS and History standards-based instruction, curriculum and professional development in grades K-8. This year, staffing challenges continued to impact our mid-day block practices and the consistency of using a professional learning community hour to push forward staff supports and programs that help develop teachers' understanding of curriculum/content and support collaboration.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Response: Our current focus is on revisiting our professional learning community norms and practices, in addition to resetting our lesson internalization and data analysis mindsets and procedures so they lead to improved student outcomes. We want to push for more fidelity to our Professional Learning Community hour and support of staff next year. We use our student outcomes and come together as a Professional Learning Community weekly to assess where we are making progress and where to focus on next. Based on walkthroughs of classrooms and student data, the principal can decide where to give our staff more support and broad access of study to all students.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

LCFF Budget Overview for Parents

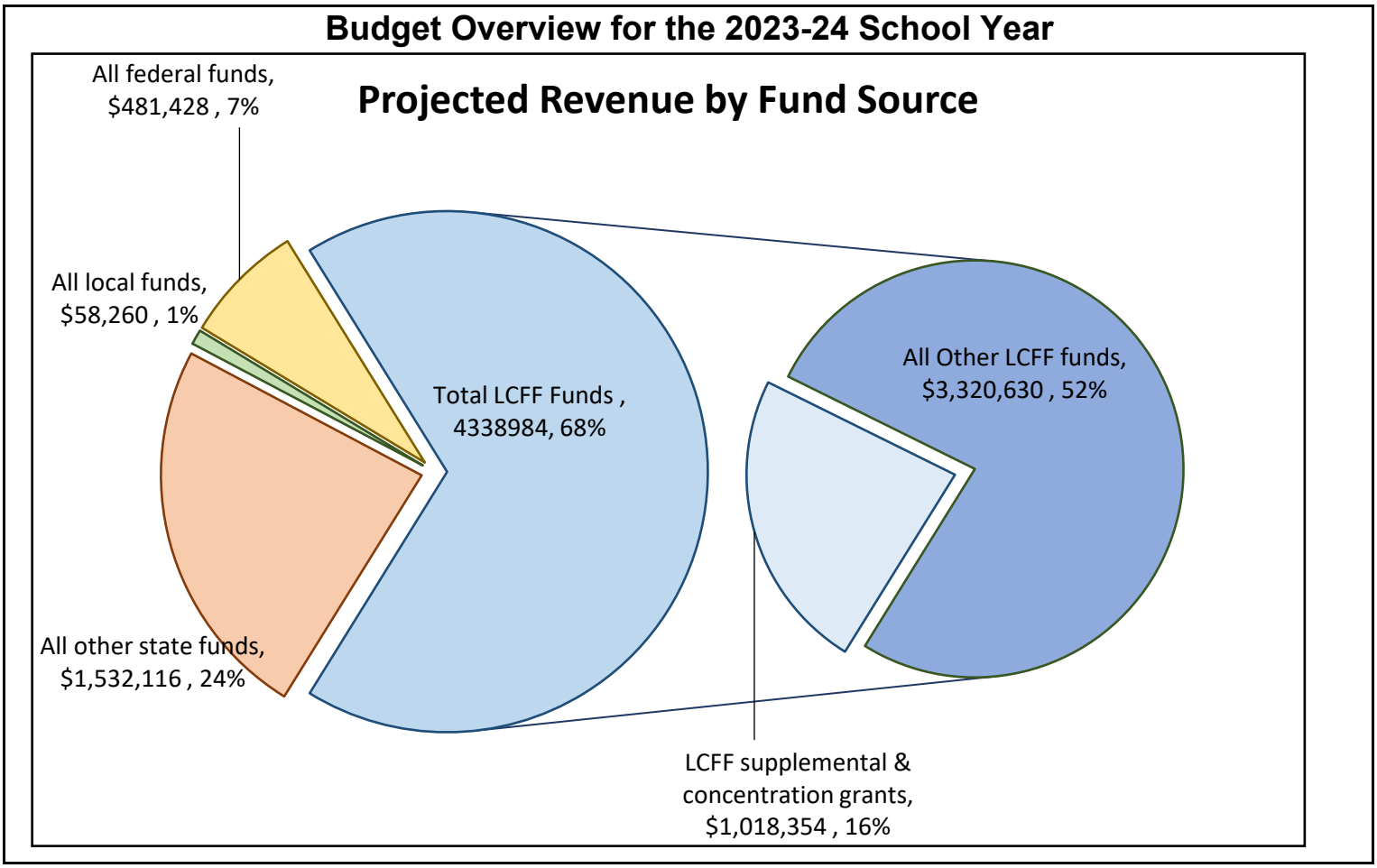
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Mount Pleasant

CDS Code: 43 10439 0132530

School Year: 2023-24

LEA contact information: Christina Deberry, Principal; cdeberry@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).



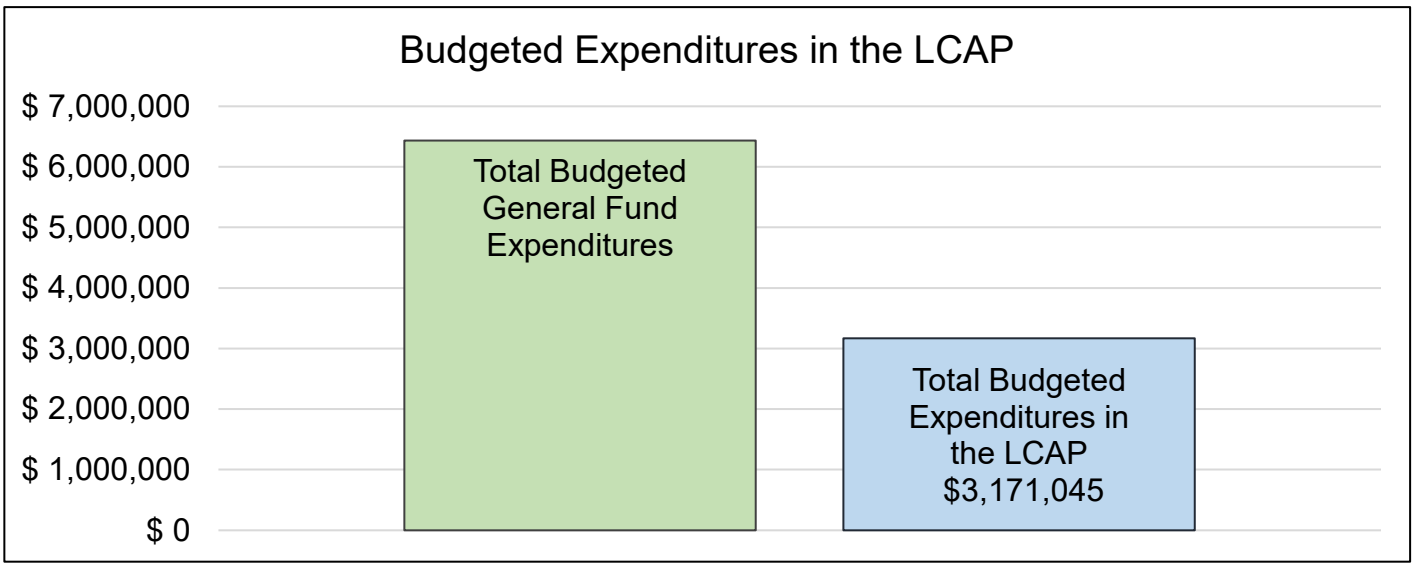
This chart shows the total general purpose revenue Voices College-Bound Language Academy at Mount Pleasant expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at Mount Pleasant is $6,410,788.00, of which $4,338,984.00 is Local Control Funding Formula (LCFF), $1,532,116.00 is other state funds, $58,260.00 is local funds, and $481,428.00 is federal funds. Of the $4,338,984.00 in LCFF Funds, $1,018,354.00 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 Mount Pleasant plans to spend for 2023-24. 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 $6,434,813.00 for the 2023-24 school year. Of that amount, $3,171,045.00 is tied to actions/services in the LCAP and $3,263,768.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

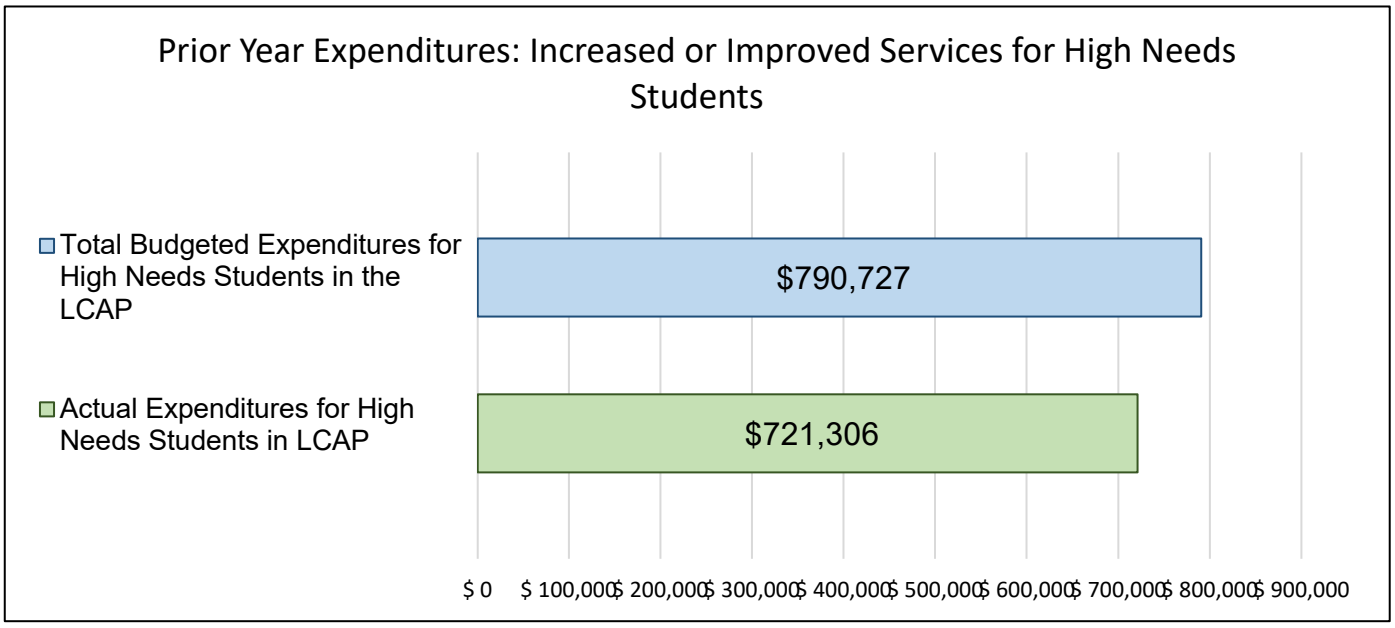
Business Office Expenses, Special Education and Nutrition program expsenses, legal and oversight fees, insurance, equipment leases

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Voices College-Bound Language Academy at Mount Pleasant is projecting it will receive $1,018,354.00 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 $1,024,374.00 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 2022-23



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 2022-23, Voices College-Bound Language Academy at Mount Pleasant's LCAP budgeted $790,727.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Mount Pleasant actually spent $721,306.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of $69,421.00 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 services were provided as planned. Expenses were lower than planned due to staff absences. Voices network level staff filled in as necessary, ensuring students received all services. The school exceeded the requirement to increase services 29.11% with a 29.38% increase in services to high need students in

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 2023-24

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%.

Voices believes in its students, and we believe in the power of the values that drive our efforts to support students to succeed. At the center of this is Voices’ 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 Voices 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, particularly English Language Learners, by providing designated and integrated ELD training for all teachers to ensure all students have language learning supports in our dual-immersion model; Improve student 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; Maintaining 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; and 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.

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.

In the 2022-23 school year, Voices MP school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2022 California School Dashboard, students with disabilities were in the lowest status level for all but one of the state indicators. Students with disabilities were in the lowest status level for chronic absenteeism and in the medium level for suspension. No academic indicators were generated for this subgroup due to fewer than thirty students enrolled in grades that take the CAASPP assessments. This plan will address ways to improve our school and student outcomes for students with disabilities in particular, based on a needs assessment and identification of resource inequities.

Reflections: Successes

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

Upon review of the 2022 CA Dashboard, Voices Mount Pleasant is proud of its medium suspension rate status for all students and numerically significant subgroups. Only 2.2% of students have been suspended at least one day. We attribute this success to the work of the Dean of Culture (DoC) through February and their consistency in enforcing positive behaviors, which contributed to a positive school culture and to students practicing regulating their emotions. Voices MP will continue to ensure DoC support is strong and effective in the coming year.

Voices MP also successfully supported teachers by providing instructional coaching throughout the year. 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. Voices MP teachers have been proud to see the results of these efforts paying off with increased student growth. The school will continue to provide these supports to teachers next year so that student progress will continue.

Despite staffing challenges, Voices MP has been able to consistently 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 definition and purpose of PLCs, the role of data in the PLC process, and then progressing to development of common understandings and expectations for PLC time. Teachers are meaningfully collaborating with one another, especially at the middle school level. We look forward to building upon this foundation in coming years.

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. Voices provides multiple opportunities for teachers and staff to provide feedback and has addressed this feedback by providing more planning time during summer professional development, Wellness Days, and additional break time during the school year. 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.

Based on the 2022 CA Dashboard, the school has identified needs based on the low status for all students, Hispanic students and socioeconomically disadvantaged students in English Language Arts achievement, and English learners fell in the very low status category. In

math achievement, all students and numerically significant subgroups were in the low status category as well. English learner progress is also an identified need with a Low status for all EL students on the 2022 CA Dashboard.

Of Voices MP's total student population, 54.5% are English Language Learners and 9.8% are students with disabilities (SWD). Voices MP will continue to target this area for improvement in both ELA and Math. Below are some previous steps and next steps.

- Voices MP will continue to provide English Language Development training to all of our teachers. The training will include different sessions that cover Voices' ELD curriculum or ELD strategies and background, including understanding the proficiency levels of students and what structured language practice looks like. Voices MP will continue to provide the opportunity for principals to participate in principal-specific ELD training and next year will more intentionally create the time and space for principals to engage in this professional development.

- Voices MP will provide a leadership coach for the principal and part of the coaching work will include analysis of school-level, classroom-level, and subgroup interim assessment data. School leaders will also receive coaching on best practices for differentiating for students with disabilities. This will enable the principal to better support teachers during the school-wide data analysis sessions to plan to differentiate instruction to meet the needs of all students. As a result, teachers will be able to plan whole-group reteach lessons or small group and one-on-one supports which will also help the teacher and admin team focus on "target students".

- Voices MP 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.

- Voices MP will provide a dedicated instructional coach who will conduct weekly coaching sessions based on observation in either math and ELA.

- To address the unique needs of students with disabilities, the school will provide a Student Services Manager, who 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 and does walkthroughs of our inclusion program providing 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 Voices MP stay focused on this subgroup as a priority in the coming years.

Chronic absenteeism is also an identified need with a very high status for all students and all numerically significant subgroups on the 2022 CA Dashboard. The pandemic made regular attendance very challenging for many of our students in 2021-22. In the 2022-23 school year attendance continued to be an area of need. Voices MP's tiered intervention approach was used, however, not to fidelity given the Dean of Culture's bandwidth being impacted by an increase in student behavior requiring additional support. Voices MP will continue to implement the Tiered approach however with greater fidelity in 2023-24. Voices MP will also increase parent/guardian outreach to support regular attendance in 2023-24.

In 2020 Voices MP 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 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. 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.

Student survey results, especially for middle school students in 6th through 8th grade, indicate that student sense of belonging school and connectedness is an area of need at 34% responding favorably. To address this, the Principal will work with the Dean of Culture (DoC) on student activities that promote a greater sense of connectedness as well as work with their network-level coach to analyze the Panorama student survey data to identify areas of need and create a plan to provide professional development to teachers, associate teachers, and staff members.

In 2022-23, A full-time school counselor was added and has been able to meet additional student needs to promote social emotional learning.

In 2023-24, Voices MP hopes to have the necessary staffing to fully implement a strong enrichment program and advisory program where a 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.

LCAP Highlights

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

The 2023-24 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 English Language Learners by providing designated and integrated ELD training for teachers to ensure all students have language learning supports in Voices' 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 student 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 continue to ensure that 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 Academy 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 and who will deliver high-quality Common Core standard based instruction by providing a competitive salary package, credential monitoring, support with enrollment in and completion of a teacher Induction program, summer professional development, and school leader training focused on developing teachers' strategies to support the progress of English learners and students with disabilities.

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.

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

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 Voices MP's small size, Voices ELAC functions as the primary parent advisory group and also fulfills the role of the LCAP Parent Advisory Committee consisting of teachers, administrators, and parents (including at least one parent of a student with disabilities). In addition to this group that provides feedback throughout the year on the strengths and needs of our program, we also host an LCAP Overview meeting for all Staff and Parents/guardians to provide them the opportunity to provide feedback specifically about the LCAP.

The ELAC met 10/15/22, 10/28/22, 11/12/22, 11/26/22 and the LCAP was reviewed and feedback was provided at the May 2023 meeting.

Throughout the year, Voices MP held ELAC meetings, workshops, and Cafecitos, giving parents/guardians 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.

Parents/guardians, teachers, staff, and school administrators provided feedback at many of the events described and also through the Network-wide surveys. Teachers, staff, and school administrators provided feedback at Skip Level meetings that occur twice a year. At Skip Level meetings, someone from the Voices network comes to collect feedback from each staff member on whether they are receiving the support they need to perform their job duties. Voices also conducts Listening Tours where the Voices Senior Leadership Team visits each school and meets with small groups of teachers, associate teachers, administrators, and other staff members to collect feedback.

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 2023.

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.

The ELAC members shared that they appreciate the dual immersion model so that their children can be bilingual. They believe parents must support education at home.

They believe the teacher shortage and high rate of teacher turnover is a cause of low student achievement and low morale amongst parents. School culture for staff must be improved to encourage teachers and staff to stay at the school.

They would like meetings to be offered online for parents because it works better with parent schedules.

Teachers/Staff/Administrators:

Teachers and administrators have requested more reading comprehension professional development, especially specific to meeting the needs of English Learners and Students with disabilities. They appreciate the Wellness Days and shared that with the extended school day, they need more of these Wellness Days and a longer winter break. Middle school teachers and administrators would like school policies, procedures, and supports that better address the specific needs of middle school students around vaping, drug use, puberty, and gang activity.

Associate Teachers would like more training in addressing student behavior needs, especially deescalation strategies. They also report needing more training in small group instruction strategies to push student thinking and increase rigor.

Teachers, staff, and administrators have all expressed the need for stronger communication between the network and the school sites. School site personnel feel uninformed about what is happening at the network level and thus feels disconnected from the larger Voices community.

Students, especially middle school students, want more enrichment and sports opportunities. There is a decreased sense of student connectedness and safety.

Parents have shared that they appreciate the strong communication and openness to feedback. They also enjoy being able to be back on campus to volunteer. They also like the team dynamic between teachers. They would like more information about bullying, drug use prevention, and how to support their children in making good decisions. They have also requested that the principal facilitate meetings between parents when their children are having interpersonal conflict.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partner feedback was carefully considered and influenced the following elements of the LCAP:

Goal 3, Action 3 Engaging Supplemental Technology action has been removed based on teacher feedback that these tools are no longer useful for them as they have returned to in-person instruction.

Goal 4, Action 5 was updated to include training for school leaders on differentiation strategies for students with disabilities. The plan is for the school leaders to take the learning back to the schools and be better able to provide professional development and coaching for teachers on implementing these strategies in their classrooms.

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.

This **broad** goal was created because 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	2020-21 Students did not take CAASPP due to the pandemic	All Students: 60.4 points below Hispanic: 59.7 points below English Learners: 75.9 points below SED: 66.9 points below Data Year: 2021-22		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

	Socioeconomically Disadvantaged - 32.1 points below standard Students with Disabilities - *fewer than 11 students tested		Data Source: CA Dashboard		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: 82.9 points below Hispanic: 81.5 points below English Learners: 91.4 points below SED: 87.5 points below Data Year: 2021-22 Data Source: CA Dashboard		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	ELA Meeting or Exceeding Standard 18-19 All Students - 41.79% Hispanic - 39.34% English Learners - 24.24%	2020-21 Students did not take CAASPP due to the pandemic	All Students: 24.86% Hispanic: 25% English Learners: 8.16% SED: 22.6% Students with Disabilities: 7.14% Data Year: 2021-22		All Students - 48% Hispanic - 48% English Learners - 30% Socioeconomically Disadvantaged - 42% Students with Disabilities - 30%

and all numerically significant subgroups	Socioeconomically Disadvantaged - 34.55% Students with Disabilities *fewer than 11 students tested		Data Source: CAASPP results		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: 11.23% Hispanic: 11.25% English Learners: 9.61% SED: 10.14% Students with Disabilities: 17.85% Data Year: 2021-22 Data Source: CAASPP results		All Students - 55% Hispanic - 55% English Learners - 45% Socioeconomically Disadvantaged - 50% Students with Disabilities - 30% Data Year: 2022-23 Data Source: CA Dashboard
CA School Dashboard- English Learner Progress Indicator (ELPI)	2018-19 CA Dashboard 36%	2020-21 No ELPI produced due to the pandemic 2021 ELPAC Level 3: 36.6%	42.3% Data Year: 2021-22 Data Source: CA Dashboard		43% 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		Level 4: 11.1% DataQuest ELPAC Summative			Data Source: CA Dashboard
DataQuest Percentage of students redesignated Fluent-English Proficient since last census	19-20 9.8% reclassification rate	2020-21 0% Data Source: Dataquest	Data release delayed by the CDE Data Year: 2021-22 Data Source: Dataquest		12% 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 on our current EL subgroup data.	$7,975	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 Analysis for 2022-23

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 SIOP training wasn't provided to teachers this year. Teachers have consistently implemented systematic ELD and have used the midday professional development block to collaborate around the adoption of best practices to support English learners, such as regular small group instruction and the use of manipulatives. The difficulty in securing substitute teachers to cover teachers' classrooms while they attended the Systematic ELD training made it difficult for all teachers to be able to attend all six days of the training.

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 material differences between the budgeted expenditures and estimated actual expenditures in the following action:

Action 1 Systematic ELD and SIOP Teacher Training: Budgeted Expenditures $6,000 and Estimated Actuals of $0 due to the school not providing SIOP training and the Systematic ELD training being provided by internal staff, rather than an external provider.

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

The Systematic ELD/SIOP training and ELPAC administration actions were not effective in impacting the English Learner Progress Indicator (ELPI) with low status with 42.3% of English learners making progress or maintaining at the highest level on the ELPAC in 2021-22. The 2022 CAASPP data also indicates these actions were not effective at supporting students with recovering from pandemic-related learning loss. However, the trainings were not implemented due to staffing challenges and teachers did not have the same amount of midday professional development time to collaborate around best ELD practices last year as they do this year. We anticipate that English learner progress will increase this year based on the change in implementation level.

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 made to the planned goal, metrics, desired outcomes, or actions for the coming 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 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.

This **broad** goal was developed because all students and all subgroups are demonstrating the need for additional academic support due to pandemic-related schooling disruptions. (see data below)

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	21% of students meet proficiency in Benchmark 2 Data Year: 2022-23 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	11% of students meet proficiency in Benchmark 2 Data Year: 2022-23		30% of students meet proficiency in Benchmark 2 Data Year: 2023-24

		Data Source: Local Assessment Data	Data Source: Local Assessment Data		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	ELA: 35% of students met MAP growth goal Data Year: 2022-23 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	Math: 35% of students met MAP growth goal Data Year: 2022-23 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	100% of teachers receive academic content and performance standards professional development Data Year: 2022-23		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		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: 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)	All: 2.33% EL: 0% SED: 2.86% Hispanic: 2.33% Data Year: 2021-22 Data Source: CAST results		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. 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.	$23,160	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.	$16,000	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.	$265,945	Y
Action 4	Associate teachers (Title I & LCFF S&C)	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	$238,251	Y

		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	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.	$101,152	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 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.	$105,402	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.	$2,300	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.	$518,969	Y

Goal Analysis for 2022-23

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 has not been able to staff the Associate Teacher position for the 3rd grade classroom or the Student Services Manager position.

The usage of adaptive technology programs like Smarty Ants and Dreambox has increased, so that professional development time is more focused on student achievement data from the programs, rather than the usage data focus that characterized the early implementation part of the process.

Assessments have been administered as planned and data analysis sessions followed where teachers adopted best practices to use across classrooms,such as small group instruction and the use of manipulatives. Teachers are also regularly analyzing exit tickets, reading assessments, and student work to collaboratively develop additional best practices.

The major challenge that continues this year is staffing and staff capacity. Even though the staffing situation has improved enough that many of Voices MP's regular structures have been able to be implemented this year, the combination of existing vacancies and difficulty in securing substitute teachers make maximizing the instructional program plan difficult. The school was successful hiring Associate Teachers with strong content knowledge that allows them to be an instructional asset in the classroom, but these successful Associate Teachers are also students who have their own school commitments and cannot be in classrooms full-time.

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 material differences between the budgeted expenditures and estimated actual expenditures in the following actions:

Action 2 Standards Aligned Core Curriculum budgeted $16,700 and estimated actuals $10,084 due to not purchasing as many sets of Navigator novels as planned.

Action 3 Staff Coaching Support budgeted expenditures $275,109 and estimated actuals $219,687 due to the instructional coach resigning midway through the school year and not being able to find a qualified replacement.

Action 4 Associate Teachers budgeted $199,560 and estimated actuals $160,822 due to lower enrollment and vacancies reducing the budget for these positions.

Action 5 Technology and programs for adaptive intervention programs budgeted $80,116 and estimated actuals $71,046 due to not hiring a dedicated school site technician for the school. Instead three Voices sites shared one technician.

Action 7 Student Services Manager budgeted $102,218 and estimated actuals $ due the Student Services Manager position remaining vacant this year.

Action 8 LAS Links Administration budgeted $4,000 and estimated actuals $632 due to needing fewer new materials for administration this year.

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

The action of Staff Coaching support was 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 are not showing effectiveness this year as evidenced by 21% of students proficient on the Internal Math Assessment K-7 11% of students proficient on the Internal ELA Assessment 2-7 in Benchmark 2 in 2022-23. These actions were not effective with 35% of students meeting both Reading and Math MAP assessment growth goals.

The lack of effectiveness of these actions results from the difficulties in staffing key positions this year, resulting in less fidelity to established procedures and plans. Action 9 around teacher recruitment is key to resolving these staffing issues and should be expanded to include principal, associate teacher, and other key staff member recruitment. The ability to expand this action is limited by budgetary constraints, so at this time Voices MP is investigating changes to the action but cannot formalize until more information is available.

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 being made to the planned goal, metrics, desired outcomes, or actions for the coming 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 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.

This **broad** goal was created to ensure a positive school culture that will foster student engagement and result in increased daily attendance, reduced chronic absenteeism and suspension rates. In the 2021-22 school year the pandemic continued to impact student attendance. In 2022-23 Voices MP had key COVID protocols in place until February so post pandemic recovery still warrants an increased focus in order for students to rediscover a sense of belonging and connectedness to school. Voices MP will also need a focus on student social emotional wellbeing in order for academic growth to accelerate optimally for the longer term. Restorative Practice and SEL training was conducted with instructional staff, support staff and aAdministrative staff. Additional staff training is still needed.

Parent/guardian participation continued to feel the impacts of key COVID protocols and staff shortages and vacancies. Parent/guardian attendance at meetings was low and overall required much more time and effort by school staff to increase attendance and participation.

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	8% survey response rate 7 Parents attended the LCAP meeting 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 Source: Local Surveys and Sign-in sheets			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	10% Data Year: 2022-23 Data Source: Sign-in sheets and training dates		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
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	All: 88.29% ELs: 89.2% SES: 85.46% Data Year: 2022-23 Data Source: P2		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	18-19 data from 2019 CA Dashboard (due to pandemic closure)	20-21 DataQuest Chronic Absenteeism	All: 48.6% ELs: 46.6%		Chronically absent All: <10% EL: <10%

significant subgroups	All -13.3% EL - 10.9% Hispanic - 13.6% Socioeconomically Disadvantaged - 13.8%	All: 21.5% ELs: 23.8% Hispanic:21.5% SED: 22% Data Year: 2020-21 Data Source: Dataquest	Hispanic: 48% SED: 50.5% SWD: 45.7% Data Year: 2020-21 Data Source: CA Dashboard		Hispanic: <10% Socioeconomically Disadvantaged: <10% Data Year: 2022-23 Data Source: Dataquest
Middle School Dropout Rate	0%	N/A (no 7th grade students) Data Year: 2020-21 Data Source: CALPADS 8.1C	0% Data Year: 2021-22 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 students suspended for all students and all numerically significant subgroups	As of 19-20 All - 0.1%	0% Data Year: 2020-21 Data Source: Dataquest	All: 2.2% ELs: 2.4% Hispanic: 2.2% SED: 2% SWD: 2.8% Data Year: 2021-22 Data Source: CA Dashboard		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	0% Data Year: 2021-22 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*	68% of students grades 4th-5th responded favorably 57% of students grades 6th-7th responded favorably	49% of students grades 4th-5th responded favorably 32% of students grades 6th-7th responded favorably Data Year: 2021-22 Data Source: Local	Grades 4th & 5th were not surveyed 34% of students grades 6th thru 8th responded favorably Data Year: 2022-23 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	88% of parents/guardians responded favorably	68% of parents/guardians responded favorably Data Year: 2021-22 Data Source: Local	57% of parents/guardians responded favorably Data Year: 2022-23 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: 2022-23 Data Source: Local		100% Data Year: 2023-24 Data Source: Local
Overall Facilities Inspection Rating	TBD Data Year: 2021-22 Data Source: Local	N/A (added in 2022)	Good Data Year: 2022-23 Data Source: SARC		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 TK-8.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.	$105,935	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.	$43,515	N
3	Student Success and Positive Behavior Support	Voices will provide a data management system to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. A curated library of intervention strategies aligned to the Voices School Culture Playbook will be available for teachers and staff that span all three MTSS tiers and each developmental stage (K-12). This data management system will also provide student attendance information and Network-side student survey results to promote a whole child approach.	$13,000	Y
3	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.	$976,815	N

4	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.	$109,677	N

Goal Analysis for 2022-23

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 Action 2. The Enrichment Activities and Advisory Curriculum action have not been implemented as planned due to not having sufficient staff to support activities as needed.

Action 3 Engaging Supplemental Technology has not been implemented because students have returned to full in-person instruction and it is no longer needed.

In Action 4 Facility Maintenance, staffing the day time custodian position has been challenging and the support staff have shifted responsibilities to ensure the campus is maintained and clean. A new custodian was hired to fill the day time position.

Last year, the suspension rate was 2%, despite the many challenging behaviors that students displayed upon returning to full in-person instruction. There was a lot of success with proactively addressing student behavior the first half of the year, however not having a Dean of Culture the second half of the year greatly impacted student behavior and parent engagement. There are a lot of appropriate materials and school structures that support positive behavior for elementary aged students. A challenge has been in supporting positive behavior, developing a culture of scholarship, and ensuring social emotional learning for middle school students. The amount of middle school student behavior needing immediate attention on a daily basis necessitated the Voices Chief Culture Officer of In Lak'Ech to come to the school 2-3 days a week throughout the last months of the school year. The Chief Culture Officer of In Lak'Ech and the Chief Academic Officer also stepped in to conduct several parent/guardian meetings to build rapport with the community. The part-time School Counselor also ensured that students received needed support.

Student attendance and chronic absenteeism have continued to be a challenge this year, similar to last year with a 48.6% chronic absence rate. COVID-19 is still causing illnesses in the Voices community. While there are clear community health guidelines regarding close contacts and quarantining for Covid-19 exposure, the guidelines for RSV and the flu are less clear, leaving families unsure of whether it is safe to send their children to school. When students have come to school ill, it has spread quickly, resulting in many absences. This year the daily attendance rate has maintained at 88% because of the high level of illness.

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 material differences between the budgeted expenditures and estimated actual expenditures in the following actions:

Action 1 Dean of Culture budgeted expenditures $99,631 and estimated expenditures $66,809 due to the Dean of Culture role becoming vacant in February and the school not being able to find a qualified replacement to fill the position prior to July 1st.

Action 2 Enrichment Activities and Advisory Curriculum budgeted expenditures $9,300 and estimated actuals $2,329 due to the school not purchasing the Arts in Action program this year.

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

The Dean of Culture's (DoC) work with Associate Teachers supported enrichment activities for lower grades and helped in promoting a more positive school culture until February. Behavior, restorative practice and SEL training was beneficial to all staff however additional training is still needed as several ATs and support staff were hired midyear.

Survey results show 57% of families responding positively to questions about school safety. The 8% family survey response rate is an area in need of improvement through more outreach to families about the importance of their feedback. Not having a DoC in place at the time of conducting the Network-wide Post Family-Schools relationship survey impacted parent/guardian outreach.

The Facility Maintenance and Admin Support staff actions were effective at conducting 7 walkthroughs this year and ensuring the school facility is in good repair as measured on the facility inspection.

The Engaging Supplemental Technology action was not implemented since students have 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.

There are no changes being made to the planned goal, metrics, or desired outcomes for the coming year.

The Engaging Supplemental Technology action has been removed based on teacher feedback that these tools are no longer useful for them as they have returned to in-person instruction.

A Student Success and Positive Behavior Support action has been added as Action 3 for 2023-24 to address the need for additional support for school staff in supporting student behavior and student engagement to reduce suspension and chronic absenteeism rates.

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. (Broad Goal -Priority 1A, 6C)

An explanation of why the LEA has developed this goal.

Voices MP serves a traditionally underserved, low-income, Latino and English Learners student population. This group has been hit particularly hard by pandemic related learning loss. While we were able to provide a strong virtual and hybrid program in 2020-21, research and Voices MP's own internal data showed that students did not make great growth. In particular, Voices MP's K-1 students faced challenges in literacy instruction online and we expect that we will need highly-trained teachers to support this learning loss. Voices MP will ensure our teachers have the mindset, will and skill necessary to tackle the challenges of post-pandemic education and who can help Voices MP reach positive student outcomes. Coupled with the California teacher shortage before COVID-19, and that many educators are leaving the profession, 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 Voices MP 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 Teachers complete induction program within eligibility period Data Year: 2022-23 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 (SARC)*	100% teachers with appropriate permit or waiver credential	Data release by the CDE delayed Data Year: 2021-22 Data Source: Local	80% teachers with appropriate permit or waiver credential Data Year: 2022-23 Data Source: Local 54% appropriately credentialed per federal criteria in 2020-21 0 missassignments Data Source: SARC		100% teachers with appropriate permit or waiver credential Data Year: 2021-22 Data Source: SARC

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction Program	Continue to implement the induction program for new teachers.	$10,500	N
2	Credential Monitoring	Continue to review teacher assignments each quarter, to ensure that they are appropriately credentialed	$14,910	N

3	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	$584,059	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.	$5,880	N
5	School Leader Training	If we provide training for our school leaders in data analysis (both academic and culture) and differentiation strategies to support English learners and students with disabilities, they will be better equipped to coach teachers to address the needs of English learners and students with disabilities in the classroom.	$25,000	N

Goal Analysis for 2022-23

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 summer professional development was successful and there has been consistent follow-up and coaching throughout the year on the components of the program.

A challenge this year has been the difficulty in hiring teachers and filling vacant 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.

There were material differences between the budgeted expenditures and estimated actual expenditures in the following actions:

Action 1 Induction Program budgeted expenditures $21,000 and estimated actuals $14,000 due to only four teachers needing to participate in the induction program, instead of the six expected to participate.

Action 3 Highly Qualified Teachers budgeted expenditures $765,058 and estimated actuals $674,121 due to reduced enrollment requiring fewer teachers.

Action 4 Summer Professional Development budgeted expenditures $6,000 and estimated actuals $5,026 due to budgeted amount being an estimate of space, food, and materials. Not as much of any of these were needed for the work.

Action 5 School Leader Training budgeted expenditures $5,000 and estimated actuals $0 because school leaders did not take advantage of the budget available to them for their professional development.

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% Eligible Teachers who are properly credentialed completing the induction program. The effectiveness of the School Leader Training is unclear because it was not implemented as planned this year. Hiring highly qualified teachers is a challenge amidst the current teacher shortage. Voices supports its teachers in obtaining the appropriate waiver or permit while they are in the process of earning their full teaching credential.

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 made to the planned goal, metrics, or desired outcomes for the coming year.

The description of the school leader training has been modified to include training school leaders on data analysis and differentiation strategies for students with disabilities, in addition to English learner strategies. This is based on identified needs for both subgroups of students.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,018,354	$113,516

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
30.67%	0%	$0	30.67%

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 2022 CA Dashboard ELA and Math performance of Voices MP's English learners and socioeconomically disadvantaged students, both are at the Low or Very Low status. Voices MP had Low performance in 2022 on the English Learner Progress Indicator, with 42.3% of students making progress towards English language proficiency.

Actions

Based on a review of data, Voices MP has designed the LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Voices MP has planned for extensive professional development in English language acquisition strategies and data analysis for both teachers and school leaders. We provide additional training for Associate Teachers to ensure they can administer the ELPAC assessments in order to provide high quality data for making instructional decisions. Voices MP has 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 Voices MP's primary grade classrooms and allowing for more individualized attention and instruction for students. Voices MP has invested in recruiting and retaining our high-quality teachers this year to ensure students' needs continue to be met with the best personnel available. All teachers receive coaching support to ensure they can use the most effective teaching strategies for the highest need students, whether those are students significantly behind, those with special needs, English learners, foster youth or socio-economically disadvantaged students.

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training

Goal 1, Action 2 ELPAC Administration

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, Voices MP will ensure steady growth of academic outcomes, such as SBAC ELA and Math, English Learner Progress, and Reclassification rates. Current targets aim at 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 Voices MP's reclassification rate to 12%. Voices MP plans 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 2022, Voices MP's Socioeconomically disadvantaged students and English Learners had a suspension rate at the Medium level. Voices MP's Chronic Absenteeism rate was at the Very High level for both groups.

Actions

Based on the data, Voices MP sees 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 Voices MP's social emotional curriculum and oversee enrichment programs at the school. The Dean of Culture will also provide parent education. Voices MP will provide a data management system to track student behavior, provide intervention planning tools for individual students and progress monitoring tools to determine whether the interventions are supporting students. These

actions are 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

Goal 3, Action 3 Student Success and Positive Behavior Support

Expected Outcomes

By implementing strategic actions in support of culture and climate, Voices MP hopes 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. Voices MP will also measure progress toward 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 30.8% through the following LEA-wide actions:

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training $7,975 = 0.2%

Goal 1, Action 2 ELPAC Administration $2,000 = 0.1%

Goal 2, Action 1 Benchmark Assessment Licenses and Screeners $23,160 = 0.7%

Goal 2, Action 3 Staff Coaching support $265,945 = 8%

Goal 2 , Action 4 Associate teachers $71,655 2.2%

Goal 2, Action 5 Technology and programs for adaptive intervention programs $75,952 = 2.3%

Goal 2, Action 9 Small Class sizes, teacher recruitment and retention $518,969 = 15.6%

Goal 3, Action 1 Dean of Culture $53,718 = 1.6%

Goal 3, Action 3 Student Success and Positive Behavior Support $5,000 = 0.2%

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 actions:

Goal 2 , Action 4 Associate teachers $71,655 - 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.

Goal 3 , Action 1 $ 53,718 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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,051,948	$ 864,307	$ -	$ 254,790	3,171,045	$ 2,007,194	$ 1,163,851

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	$ 7,975	$ -	$ -	$ -	$ 7,975
1	2	ELPAC Administration	All	$ 2,000	$ -	$ -	$ -	$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	All	$ 23,160	$ -	$ -	$ -	$ 23,160
2	2	Standards Aligned Core Curriculum	All	$ 16,000	$ -	$ -	$ -	$ 16,000
2	3	Staff Coaching Support	All	$ 265,945	$ -	$ -	$ -	$ 265,945
2	4	Associate teachers (Title 1 & LCFF S&C)	All	$ 71,655	$ 47,283	$ -	$ 119,913	$ 238,851
2	5	Technology and programs for adaptive intervention programs	All	$ 75,952	$ -	$ -	$ 25,200	$ 101,152
2	6	Formative Assessment Programs	All	$ -	$ -	$ -	$ -	$ -
2	7	Student Services Manager	All	$ 105,402	$ -	$ -	$ -	$ 105,402
2	8	LAS Links administration	All	$ 2,300	$ -	$ -	$ -	$ 2,300
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	All	$ 518,969	$ -	$ -	$ -	$ 518,969
3	1	Dean of Culture	All	$ 53,718	$ 52,218	$ -	$ -	$ 105,935
3	2	Enrichment Activities and Advisory Curriculum	All	$ 3,515	$ 40,000	$ -	$ -	$ 43,515
3	3	Student Success and Positive Behavior Support	All	$ 5,000	$ 8,000	$ -	$ -	$ 13,000
3	4	Facility Maintanence	All	$ 274,919	$ 701,897	$ -	$ -	$ 976,815
3	5	Admin Support Staff	All	$ -	$ -	$ -	$ 109,677	$ 109,677
4	1	Induction Program	All	$ 10,500	$ -	$ -	$ -	$ 10,500
4	2	Credential Monitoring	All	$ -	$ 14,910	$ -	$ -	$ 14,910
4	3	Highly Qualified teachers	All	$ 584,059	$ -	$ -	$ -	$ 584,059
4	4	Summer Professional Development	All	$ 5,880	$ -	$ -	$ -	$ 5,880
4	5	School Leader Training	All	$ 25,000	$ -	$ -	$ -	$ 25,000

2023-24 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
$ 3,320,630	$ 1,018,354	30.67%	0.00%	30.67%	$ 1,024,374	0.00%	30.85%	**Total:**	$ 1,024,374
								LEA-wide Total:	$ 1,024,374
								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	English Learners	Mount Pleasant	$ 7,975	0.00%
1	2	ELPAC Administration	Yes	LEA-wide	English Learners	Mount Pleasant	$ 2,000	0.00%
2	1	Benchmark Assessments Licenses and Screeners	Yes	LEA-wide	All	Mount Pleasant	$ 23,160	0.00%
2	3	Staff Coaching Support	Yes	LEA-wide	All	Mount Pleasant	$ 265,945	0.00%
2	4	Associate teachers (Title 1 & LCFF S&C)	Yes	LEA-wide	All	Mount Pleasant	$ 71,655	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	LEA-wide	All	Mount Pleasant	$ 75,952	0.00%
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses	Yes	LEA-wide	All	Mount Pleasant	$ 518,969	0.00%
3	1	Dean of Culture	Yes	LEA-wide	All	Mount Pleasant	$ 53,718	0.00%
3	3	Student Success and Positive Behavior Support	Yes	LEA-wide	All	Mount Pleasant	$ 5,000	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,988,971	$ 2,592,475

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic ELD and SIOP Teacher Training	No	$ 6,000	$ -
1	2	ELPAC Administration	No	$ 2,000	$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	Yes	$ 23,140	$ 21,642
2	2	Standards Aligned Core Curriculum	No	$ 16,700	$ 10,084
2	3	Staff Coaching Support	Yes	$ 275,109	$ 219,687
2	4	Associate teachers (Title I)	Yes	$ 199,560	$ 160,822
2	5	Technology and programs for adaptive intervention programs	Yes	$ 80,116	$ 71,046
2	6	Formative Assessment Programs	No	$ -	
2	7	Student Services Manager	No	$ 102,218	$ -
2	8	LAS Links administration	No	$ 4,000	$ 632
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	$ 309,922	$ 299,473
3	1	Dean of Culture	Yes	$ 99,631	$ 66,809
3	2	Enrichment Activities and Advisory Curriculum	No	$ 9,300	$ 2,329
3	3	Engaging Supplemental Technology	No	$ -	
3	4	Facility Maintanence	No	$ 923,485	$ 911,107

3	5	Admin Support Staff	No	$ 123,744	$ 116,709
4	1	Induction Program	No	$ 21,000	$ 14,000
4	2	Credential Monitoring	No	$ 16,988	$ 16,988
4	3	Highly Qualified teachers	No	$ 765,058	$ 674,121
4	4	Summer Professional Development	No	$ 6,000	$ 5,026
4	5	School Leader Training	No	$ 5,000	$ -

2022-23 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)
$ 714,766	$ 790,727	$ 721,306	$ 69,421	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)
2	1	Benchmark Assessments Licenses and Screeners	Yes	$ 23,140	$ 21,642	0.00%	0.00%
2	3	Staff Coaching Support	Yes	$ 262,706	$ 219,687	0.00%	0.00%
2	4	Associate teachers (Title I)	Yes	$ 39,912	$ 56,279	0.00%	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	$ 55,416	$ 55,416	0.00%	0.00%
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	$ 309,922	$ 299,473	0.00%	0.00%
3	1	Dean of Culture	Yes	$ 99,631	$ 68,809	0.00%	0.00%

2022-23 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)
$ 2,455,102	$ 714,766	0.00%	29.11%	$ 721,306	0.00%	29.38%	$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

West contra Costa (WCC) Review of Local Indicators and 23-24 LCAP Approval

Section:	III. 23-24 Local Indicators Review and LCAP Approval
Item:	D. West contra Costa (WCC) Review of Local Indicators and 23-24 LCAP Approval
Purpose:	Vote
Submitted by:	
Related Material:	WCC Local Indicators 23-24.docx.pdf WCC_LCAP_2023-24.pdf

California Department of Education
September 2022

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

Number/percentage of misassignments of teachers of ELs	Total teacher misassignments	Vacant Teacher Positions
0	0	1

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
0

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

4

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards		2			
History-Social Science		2			

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science			3		

3. **Rate the LEA's progress in implementing policies or programs to support staff in**

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards	1				
History-Social Science	1				

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	N/A	N/A	N/A	N/A	N/A
Health Education Content Standards	N/A	N/A	N/A	N/A	N/A
Physical Education Model Content Standards	N/A	N/A	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A	N/A	N/A
World Language	N/A	N/A	N/A	N/A	N/A

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this

self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in

this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	3
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	3
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	3

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

   Voices Academy at West Contra Costa knows the importance of stakeholder engagement, as it leads to developing an effective plan for the school and student success. This year was impacted by significant student behaviors and staff shortages including starting the year without a Principal in place and with the Dean of Culture (DoC) on leave. This affected the bandwidth to conduct workshops which were not implemented. This necessitated the Chief

Culture Officer of In Lak'Ech to conduct Cafecitos and Combo class parent/guardian meetings the first half of the year. However, in January, a Principal was in place and the DoC returned to ensure ELAC meetings, and Cafecitos were conducted; giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. All materials are provided in English and Spanish. The meetings are hosted by Voices and stakeholder feedback is collected.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Voices Academy at West Contra Costa (Voices WCC) will continue to focus on increasing attendance at ELAC, Cafecito,and Workshops pushing out invites through ParentSquare as well as having the Principal and Dean of Culture make calls home to encourage more relationship building. Additionally, building those relationships with staff and families includes training teachers on parent-teacher conferences and how to communicate with parents regularly with updates. Voices WCC also plans to encourage families to attend Plazas (student assemblies). Voices WCC also plans to continue to conduct several school-wide events for both students and families to attend with opportunities for families to support in the planning.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Voices Academy at West Contra Costa will focus on different outreach approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	2
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   [Voices WCC started the year without a Principal and the DoC was on leave until January and for the first time combo classes were put in place which was new to many parents/guardians. This warranted the Chief Culture Officer of In Lak'Ech (CCO) being on site 2 x weekly. to conduct parent/guardian combo class meetings as well as Cafecitos with regularity to promote transparency and integrity and for parents/guardians to ask questions and/or share concerns This focused on Voices strength of flexibility and Voices Core Value of Shared Leadership, provide updates and promote transparency and integrity. Families began to feel more hopeful and with the onboarding of a Principal and return of the DoC, families feel more positive about the school climate and they have begun to partner with the school to take on planning and supporting school events.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

   Voices WCC will start the year with a Parent/Guardian Education Workshop calendar to provide families with resources and guidance on how to support their student and partner and collaborate with the school.

Families would like more opportunities for enrichment activities outside of what is currently offered. Voices will continue to focus on student wellbeing by supporting them to build coping skills. We will provide advisory for middle school students and an SEL curriculum.

Voices will also provide additional academic support for students to mitigate learning loss.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Voices will focus on different outreach approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging etc. Voices will also use these various communication channels to convey information on resources and support families with connecting to these resources.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   In addition to our stakeholder engagement, where feedback is collected, Voices conducts Network-wide staff, student and family surveys utilizing Panorama, a third party. These surveys are conducted twice a year and are used for planning. We will continue to use those in the 23-24 year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   Voices WCC will focus on seeking family input regarding enrichment activities and ways in which parents/guardians can support these activities Voices WCC will also seek family input in ways to motivate parent/guardian participation and engagement at school including participation in the Family-schools relationship survey conducted twice a year.

3. Based on the analysis of educational partner input and local data, briefly

describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Voices WCC will focus on different outreach approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging, creating a different schedule for meetings including alternate times.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Response

In the 2022-23 school year, Voices West Contra Costa administered the Panorama Post student support and environment survey. Based on that survey, 49% of students in 4th and 5th grade responded favorably to having a sense of belonging and 28% of 6th graders responded favorably to having a sense of belonging on campus. In addition, the Panorama Post Family-School relationships survey data showed 73% of parents/ guardians responded favorably in regards to the school safety on campus.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Response: Voices Academies uses different measures and tools to track progress on the broad course of study including:

- Daily attendance, including attendance in middle schools blocks
- Daily schedules for grades K-6
- Pacing calendars for math and ELA curriculum
- Trackers for meeting the instructional minutes for students with special needs
- Regular principal network walkthroughs to monitor implementation of academic program
- Academic weekly data tracking to measure success of implemented course of studies in math and ELA
- Academic lesson internalization and tracking
- Mid-module/unit and end of module/unit Quarterly mid-benchmark quizzes and interim assessments where student data is disaggregated by subgroup including English Learners and Students with Special needs

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Response: All students have access to a broad course of study. All students, regardless of subgroup, engage in our program. Voices WCC implements a full inclusion model for students with special needs.Students receive CCSS-aligned English Language Arts and math instruction daily. English Learners receive daily English Language Development, whether it is 60 minutes or a 30 minute intervention session. Students engage in science and social studies texts and knowledge through English Language Arts nonfiction and fiction passages.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Response: Voices WCC offers a broad course of study to all students currently, but we are always looking to improve. Our current focus is on setting our professional learning community norms and practices and systems, in addition to laying a foundation for our lesson internalization and data analysis mindsets and procedures so they lead to improved student outcomes in math, ELD and ELA. Once we see teacher and student success in those priority areas of reading and math, we can then focus our efforts on strengthening our NGSS and History standards-based instruction, curriculum and professional development.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Response: Our current focus is on revisiting our professional learning community norms and practices, in addition to resetting our lesson internalization and data analysis mindsets and procedures so they lead to improved student outcomes. We use our student outcomes and come together as a Professional Learning Community weekly to assess where we are making progress and where to focus on next. Based on walkthroughs of classrooms and student data, the principal can decide where to give our staff more support and broad access of study to all students.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

LCFF Budget Overview for Parents

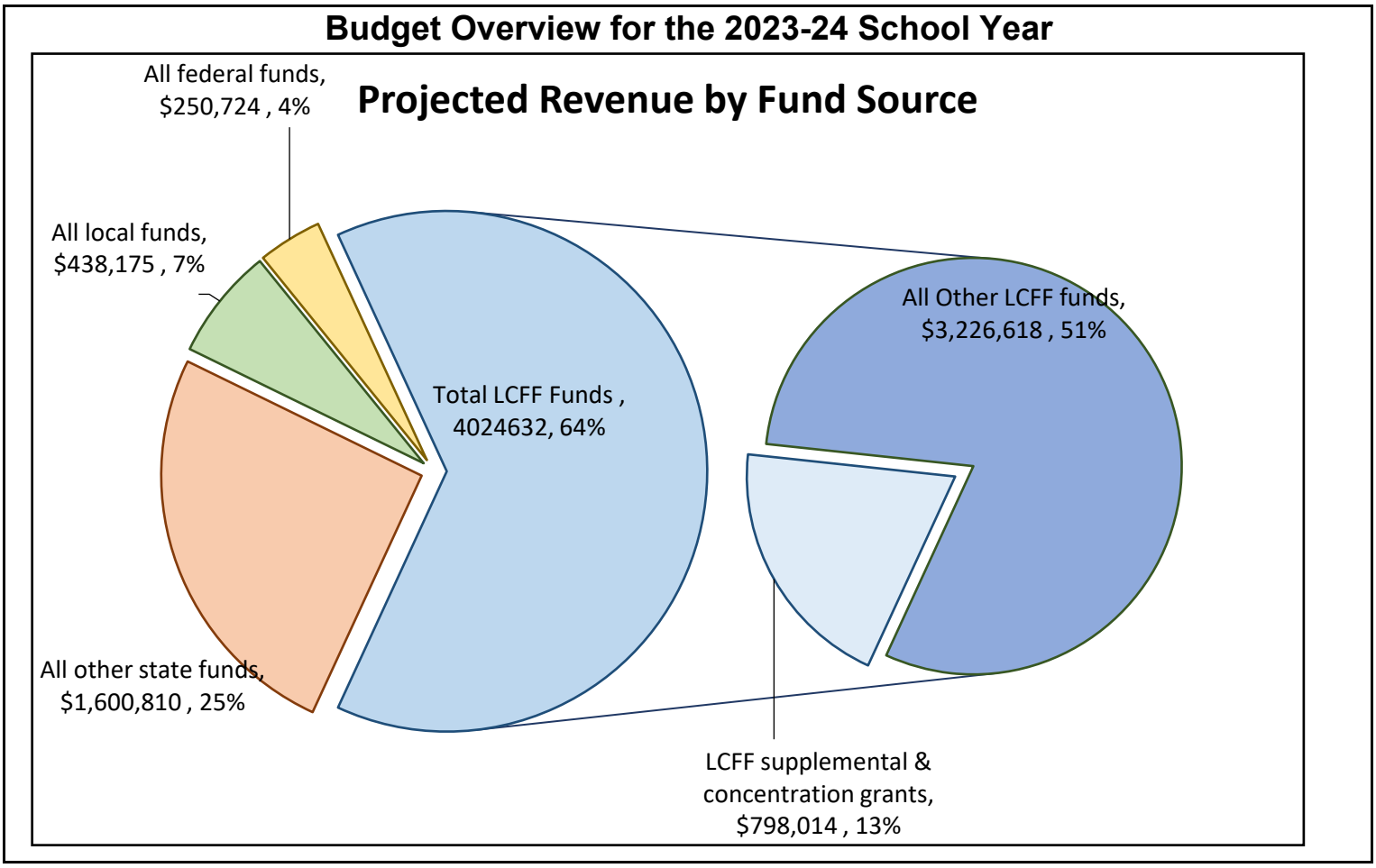
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at West Contra Costa

CDS Code: 07 61796 0136903

School Year: 2023-24

LEA contact information: Keri Szymanski, Principal; kszymanski@voicescharterschool.com; (510) 480-054(

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).

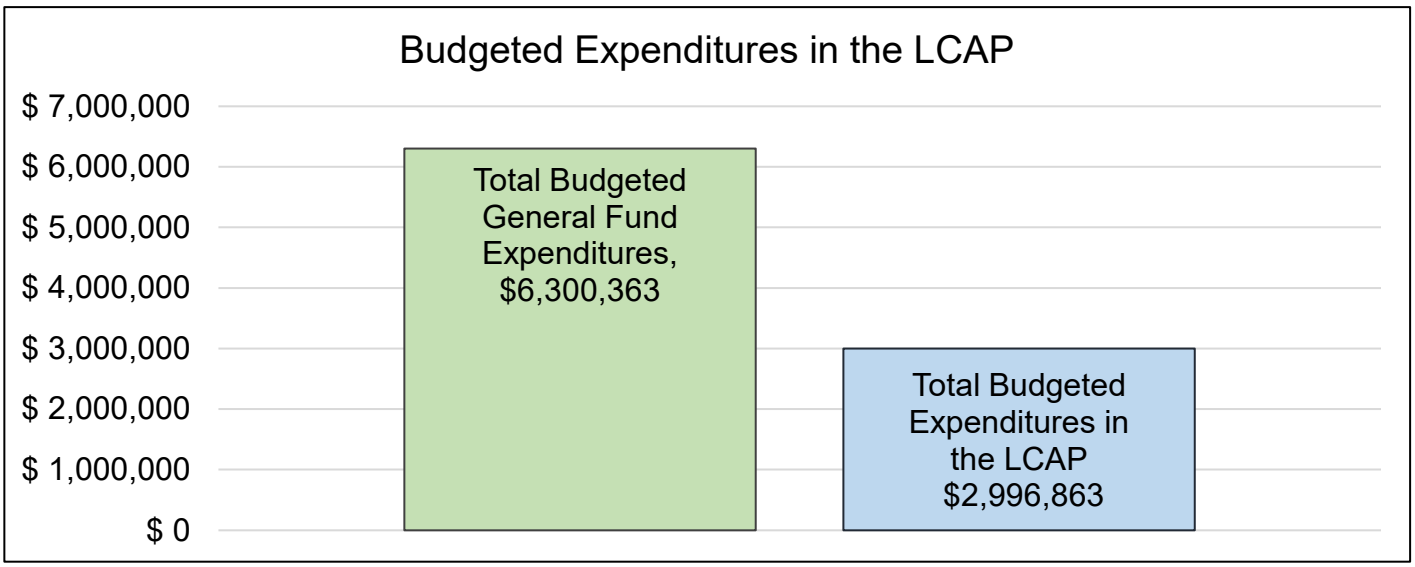


This chart shows the total general purpose revenue Voices College-Bound Language Academy at West Contra Costa expects to receive in the coming year from all sources.

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 $6,314,341.00, of which $4,024,632.00 is Local Control Funding Formula (LCFF), $1,600,810.00 is other state funds, $438,175.00 is local funds, and $250,724.00 is federal funds. Of the $4,024,632.00 in LCFF Funds, $798,014.00 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 2023-24. 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 $6,300,363.00 for the 2023-24 school year. Of that amount, $2,996,863.00 is tied to actions/services in the LCAP and $3,303,500.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

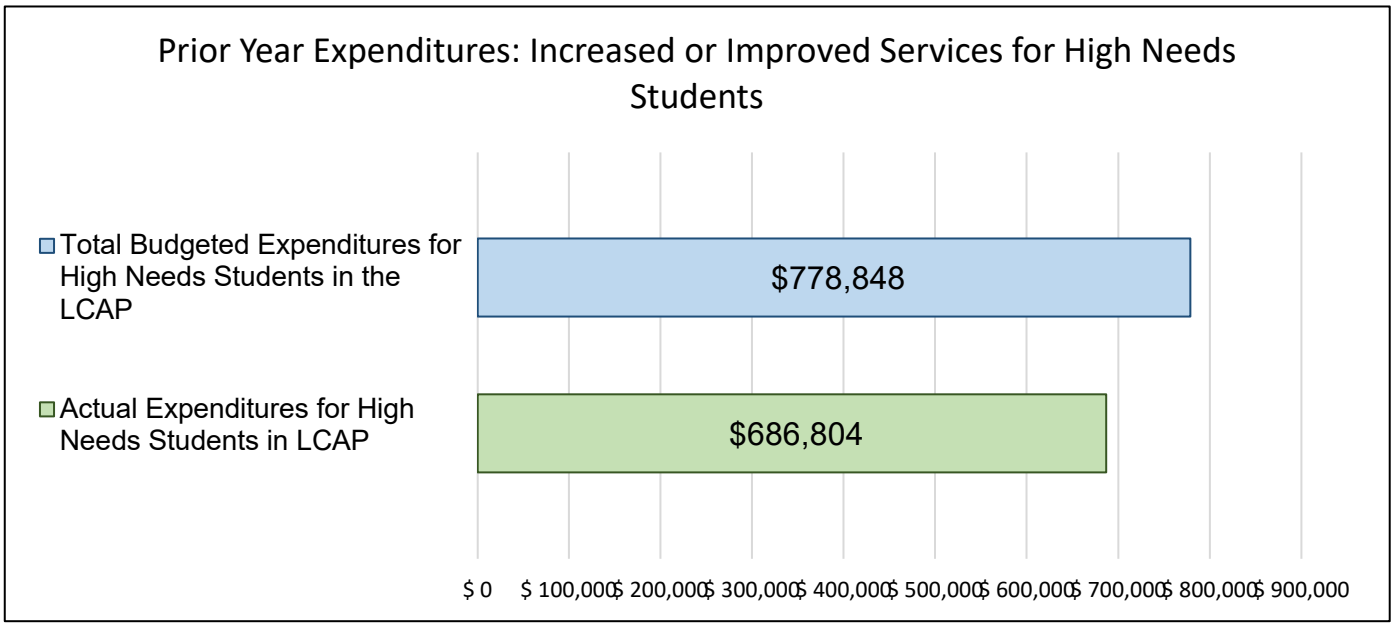
Business Office Expenses, Special Education and Nutrition program expenses, legal and oversight fees, insurance, equipment leases

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Voices College-Bound Language Academy at West Contra Costa is projecting it will receive $798,014.00 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 $895,774.00 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 2022-23



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 2022-23, Voices College-Bound Language Academy at West Contra Costa 's LCAP budgeted $778,848.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at West Contra Costa actually spent $686,804.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of $92,044.00 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.

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	Keri Szymanski Principal	kszymanski@voicescharterschool.com (510) 480-0540

Plan Summary 2023-24

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 2022-23, Voices College Bound Language Academy at West Contra Costa served a total of 245 students with diverse needs and backgrounds across Transitional Kindergarten through 6th grade. Approximately 63% of students are Socioeconomically Disadvantaged; 58% are English Learners; and 10 (4.2%) are Reclassified Fluent English Proficient. In addition, 12.7% of students qualify for SPED (Special Education) services. Our students represent a variety of backgrounds, with our most significant populations identifying as Hispanic/Latino (97%); other ethnicities include African American (0.4%), White (0.4%), Filipino (0.8%), and Asian (1.2%). Next year the school will grow to serve students in grades K-7.

Voices believes in its students, and we believe in the power of the values that drive our efforts to support students to succeed. At the center of this is Voices’ 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 Voices 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, particularly English Language Learners, by providing designated and integrated ELD training for all teachers to ensure all students have language learning supports in our dual-immersion model; Improve student 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; Maintaining 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; and 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.

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.

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on the data from the 2022 California School Dashboard, students with disabilities were in the lowest status level for all but one of the state indicators. Students with disabilities were in the lowest status level for chronic absenteeism and in the medium level for suspension. No academic indicators were generated for this subgroup due to fewer than thirty students enrolled in grades that take the CAASPP assessments. This plan will address ways to improve our school and student outcomes for students with disabilities in particular, based on a needs assessment and identification of resource inequities.

Reflections: Successes

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

Upon review of the 2022 Dashboard, Voices West Contra Costa is proud of the growth of English learners as evidenced by a Medium status level and 53.3% of EL students making progress on the ELPAC or maintaining at the highest level. We attribute this progress to our intervention programs for English learners and our systematic ELD teacher training. We will continue this emphasis on EL supports throughout our 2023-2024 school year.

We are also proud of our medium suspension rate status on the 2022 CA Dashboard. We attribute this success to the Dean of Culture position that was added and the SEL curriculum that has been implemented for students. Staff were also trained in both social emotional learning and restorative practices. We plan to continue these actions in the coming year.

Based on the local data, here are some successes from the 2022-23 school year:

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 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 instructional coaching throughout the year. 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. Voices provides multiple opportunities for teachers and staff to provide feedback and has addressed this feedback by providing more planning time during summer professional development, Wellness Days, and additional break time during the school year. 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.

Upon review of the 2022 CA Dashboard, Voices West Contra Costa has identified needs in the following areas:

English Language Arts and Mathematics are at the low status level for all students and all numerically significant subgroups. Of our total student population, 58% are English Language Learners and 13% are students with disabilities. We will target these students for intervention in both ELA and Math. We will continue to focus on academic support with the following actions:

- 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. Voices will continue to provide the opportunity for principals to participate in principal-specific ELD training and next year will more intentionally create the time and space for principals to engage in this professional development.

- Voices will provide a leadership coach for the principal and part of the coaching work will include analysis of school-level, classroom-level, and subgroup interim assessment data. School leaders will also receive coaching on best practices for differentiating for students with disabilities. This will enable the principal to better support teachers during the school-wide data analysis sessions to plan to differentiate instruction to meet the needs of all students.. 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.

- To address the unique needs of students with disabilities, the school will provide a Student Services Manager, who 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 and does walkthroughs of our inclusion program providing 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.

Chronic Absenteeism is at the very high status level for all students and all numerically significant subgroups. 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. 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. In the 2022-23 school year attendance continued to be an area of need as Covid protocols remained in place through February which ensured safety however impacted attendance. The tiered intervention approach was used however not to fidelity given Deans of Culture's bandwidth was impacted with having to support an increase in student behavior. Wehas worked more effectively, and we will continue to implement the Tiered approach however with greater fidelity in 2023-24.

Student survey results, especially for middle school students, indicate that student sense of belonging is an area of need, which is evidenced by the chronically absent rate. To address this, the Principal will work with the Dean of Culture (DoC) on student activities that promote a greater sense of connectedness as well as work with the network-level coach to analyze the Panorama student survey data to identify areas of need and create a plan to provide professional development to teachers, associate teachers, and staff members to address the area(s) of need.

2022-23: With the hiring of a site principal, there is a strong focus on reviewing the school culture plan and implementing the plan to ensure the school environment is one where students, teachers, and parents feel like they are valued members of the community. Student attendance and positive student behaviors will increase with the strengthened sense of connectedness created by a strong school culture.

LCAP Highlights

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

The 2023-24 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 English Language Learners by providing designated and integrated ELD training for teachers to ensure all students have language learning supports in Voices' 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 student 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 continue to ensure that 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 Academy 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 and who will deliver high-quality Common Core standard based instruction by providing a competitive salary package, credential monitoring, support with enrollment in and completion of a teacher Induction program, summer professional development, and school leader training focused on developing teachers' strategies to support the progress of English learners and students with disabilities.

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 consisting of teachers, administrators, and parents (including at least one parent of a student with disabilities). In addition to this group that provides 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 described and also through the Network-wide surveys. Teachers, staff, and school administrators have provided feedback at Skip Level meetings that occur twice a year. At Skip Level meetings, someone from the Voices network comes to collect feedback from each staff member on whether they are receiving the support they need to perform their job duties. Voices also conducts Listening Tours where the Voices Senior Leadership Team visits each school and meets with small groups of teachers, associate teachers, administrators, and other staff members to collect feedback.

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

SELPA review: June 2023

Voices College-Bound Language Academy at West Contra Costa evaluated its educational partner engagement opportunities and determined tribes and students represented by civil rights organizations are not 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.

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

Teachers/Staff/Administrators:

Teachers and administrators have requested more professional development, especially specific to meeting the needs of English Learners and Students with disabilities. They appreciate the Wellness Days and shared that with the extended school day, they need more of these Wellness Days and a longer winter break. Teachers, staff, and administrators would also like to have a site-based substitute teacher to fill in when a staff member is out because it is so hard to obtain daily substitute teachers right now. Alternatively, they would like a plan in place to ensure consistency in the program when staff is out short or long-term.

Associate Teachers would like more training in addressing student behavior needs, especially deescalation strategies. They also report needing more training in small group instruction strategies to push student thinking and increase rigor.

Teachers, staff, and administrators have all expressed the need for stronger communication between the network and the school sites. School site personnel feel uninformed about what is happening at the network level and thus feels disconnected from the larger Voices community.

Students want more enrichment and sports opportunities.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partner feedback was carefully considered and influenced the following elements of the LCAP:

Goal 3, Action 3 Engaging Supplemental Technology action has been removed based on teacher feedback that these tools are no longer useful for them as they have returned to in-person instruction.

Goal 4, Action 5 was updated to include training for school leaders on differentiation strategies for students with disabilities. The plan is for the school leaders to take the learning back to the schools and be better able to provide professional development and coaching for teachers on implementing these strategies in their classrooms.

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.

This broad goal was created because a large percentage of the Voices population is made up of English Language Learners (ELs) and all Voices students are language learners in our dual-immersion program. The majority of Voices students who are ELs also fall into our SED subgroup. The 2022 CA Dashboard indicates that English Learners are scoring below our overall population in ELA and math. Internal interim math and ELA assessments show that when compared to RFEP and English Only students, Voices EL 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. 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 Voices 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
CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (Overall	2020-21 12% of 3rd and 4th grade students met reached high average scores on MAP ELA	No CAASPP data for 2021 due to the pandemic related testing disruptions (See local data in Goal 2)	All Students: 34.48% Hispanic: 32.53% English Learners: 16.98% Socioeconomically Disadvantaged: 31.57%		All Students - 35% standard met or exceeded on SBAC ELA (subgroups below) Hispanic - 30% English Learners 30%

performance in SBAC) for all students and all numerically significant subgroups	31% of 2nd graders met Proficiency on interim assessment in ELA		Students with Disabilities: 41.66% Data Year: 2021-22 Data Source: CAASPP results		Socioeconomically Disadvantaged - 30% 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: 25.29% Hispanic: 22.89% English Learners: 11.32% Socioeconomically Disadvantaged: 21.06% Students with Disabilities: 25% Data Year: 2021-22 Data Source: CAASPP results		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-	2019 CA Dashboard 60.7%	2020-21 ELPI not reported	53.3% Data Year: 2021-22 Data Source: CA Dashboard		60% of English language learners progress at least one level or maintain Data Year: 2022-23

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		% of Students earning 3 or 4 on ELPAC: 40%			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	Data release delayed by the CDE Data Year: 2021-22 Data Source: Dataquest		10% 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 K-7 teachers in both Systematic ELD (by EL Achieve) and the Sheltered Instruction Observation Protocol (SIOP) models, and then follow up that training with ongoing coaching, 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.	$2,800	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 Analysis for 2022-23

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.

Due to the difficulty in providing substitutes to cover classes while teachers participate in professional development, the SIOP training has taken place during the mid-day professional development block and has taken longer to complete in this format.

Students are grouped for ELD instruction based on ELPAC data. Students who are newly enrolled are quickly identified either with information from their previous school or with administration of the Initial ELPAC. Newcomers are tested right away to ensure correct placement in ELD. One challenge with the implementation of the ELD program has been a loss of instructional time during that period due to teachers needing to take time to address student behavior because they do not have a previous relationship with that student. A related issue is the difficulty in implementing ELD instruction when a teacher is out sick.

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 material differences between the budgeted expenditures and estimated actual expenditures in the following action:

Action 1 Systematic ELD and SIOP Teacher Training: Budgeted Expenditures $2,000 and Estimated Actuals of $0 due to SIOP training being paid for in full last year, and the Systematic ELD training being provided by internal staff, rather than an external provider.

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

The actions of Systematic ELD, SIOP Teacher Training, and ELPAC administration were all effective as evidenced by the English Learner Progress Indicator (ELPI) at the medium level with 53.3% of English learners making progress or maintaining at the highest level on the

ELPAC in 2021-22. School leadership will do further analysis of how ELD time is implemented to ensure that this instructional time is maximized and can be consistently implemented (See implementation challenges above).

The CAASPP data indicates that these actions were not effective in promoting the achievement of all students, particularly for English Language Learners on the ELA and Math assessments. (See Goal 2 analysis for further analysis of the instructional program).

It is hard to determine to what extent these actions and those actions in Goal 2 can be attributed to the data because of the high chronic absenteeism rate in 2021-22. Over 56% of Voices Contra Costa students were absent for more than 10% of the school year (See Goal 3 metrics). This lack of consistency in classroom instruction may be a significant factor in student achievement in 2021-22.

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 made to the planned goal, metrics, or desired outcomes for the coming year.

Action 1 Systematic ELD and SIOP Teacher Training has been updated because all teachers have now been trained in Systematic ELD and SIOP, so only new teachers will need the training. We have added follow-up coaching to the action to ensure teachers have continued support with implementation.

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.

This broad goal was developed because all students and all subgroups are demonstrating the need for additional academic support due to pandemic-related schooling disruptions. Voices 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). Voices will continue to build on that knowledge. Our response to COVID-19 pandemic and distance learning also helped us realize how key Voices associate teachers were in supporting students and mitigating learning loss. Associate teachers and their training proved invaluable to helping us make progress with students and will be even more vital as Voices looks to 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	42% of students meet proficiency in Benchmark 2 Data Year: 2022-23 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	21% of students meet proficiency in Benchmark 2		30% of students meet proficiency in Benchmark 2

Benchmark 2: % proficient		Data Source: Local Assessment Data	Data Year: 2022-23 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	49% of students met growth goals Data Year: 2022-23 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	33% of students met growth goals Data Year: 2022-23 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: 2022-23		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		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: 2022-23 Data Source: 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)	All Students: 13.33% Hispanic: 14.29% Socioeconomically Disadvantaged: 14.29% Data Year: 2021-22 Data Source: CAST results		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.	$20,460	Y
Action 2	Standards Aligned Core Curriculum	By purchasing a curriculum for ELA (EL Education and Navigator Literature), we are providing all students with access to high-quality complex grade-level work, especially unduplicated students. Much of the curriculum includes strategies for subgroups, including ELs. This will help us stay focused on both the work of meeting students where they are at but also accelerating students' achievement by focusing on grade-level work. Curriculum includes both student and teacher materials.	$5,500	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.	$240,410	Y

Action 4	Associate teachers (Title I and LCFF S&C)	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.	$222,319	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.	$112,440	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.	$2,000	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	$108,972	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.	$325,459	Y

Goal Analysis for 2022-23

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.

Having the additional support from an instructional coach for development of individual teachers as well as the guidance of the overall instructional program has been successful this year. Teachers appreciate the data analysis and planning time available each day during the mid-day pay professional development block. It has been challenging for teachers to navigate their role without the consistent guidance of a principal for the first half of the school year. Teacher positions are now fully staffed and the teachers are all planning to return next year knowing that there is now both a principal and instructional coach to guide the work and provide needed support. The Special Education Associate Teachers appreciate the support of the Student Services Manager and the Education Specialist to provide appropriate accommodations for students with disabilities.

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 material differences between the budgeted expenditures and estimated actual expenditures in the following actions:

Action 2 Standards Aligned Core Curriculum budgeted $14,585 and estimated actuals $11,400 due to not purchasing as many sets of Navigator novels as planned and a reduced budget due to lower than projected enrollment.

Action 3 Staff Coaching Support budgeted expenditures $237,947 and estimated actuals $170,419 due to the principal position not being filled until December.

Action 5 Technology and programs for adaptive intervention programs budgeted $51,869 and estimated actuals $71,700 due to the need to replace more student and staff devices than anticipated.

Action 6 Formative Assessment programs budgeted $3,000 and estimated actuals $0 due to not purchasing the GoFormative program this year.

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

The action of Staff Coaching was highly effective. 100% of teachers received professional development in academic content and performance standards.

Also, the Standards Aligned Core Curriculum action was effective. 100% of students had 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 42% of students proficient in 22-23 on the Internal Math Assessment K-8 in Benchmark 2 in December, compared to the 45% proficient at Benchmark 3 in March of last year. There is also effectiveness of these actions evidenced by ELA achievement with 21% of students proficient in 22-23 on the Internal ELA Assessment 2-8 in Benchmark 2, compared to 24% at Benchmark 3 in March of last year. Additionally, these collective actions were somewhat effective with 49% of students meeting Reading MAP growth goals and 33% of students meeting Math MAP 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.

There are no changes being made to the planned goal, metrics, desired outcomes, or actions for the coming 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 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.

This broad goal was created to ensure a positive school culture that fosters student engagement and results in increased daily attendance, reduced chronic absenteeism and reduced suspension rates. Chronic absenteeism is an area that needs improvement. In the 2021-22 school year the pandemic continued to impact student attendance. At Voices, students had to quarantine at home if/when they were identified as close contacts. Often, after such quarantines students often did not complete the required work to count for independent study attendance. In addition, the COVID requirement of completing a health screening to attend school resulted in parents/guardians keeping students home if any concerning symptom was noted. In 2022-23 Voices held all Covid protocols in place until February so the challenges listed about post pandemic recovery still warrants an increased focus on students' needs to rediscover a sense of belonging and connectedness to school and a focus on their social emotional wellbeing in order for academic growth to accelerate optimally for the longer term. Behavior, Restorative Practice and SEL training was conducted with instructional staff, support staff and administrative staff. Additional staff and training is still needed. Parent/guardian participation was impacted in 2021-22 as Covid Protocols impacted the ability for parents to be on campus and in 2022-23 the year started with Covid Protocols requiring proof of vaccination or a negative Covid Test making attending on-site parent/guardian meetings challenging for some families and required much more time and effort by school staff. These protocols ensured continued safety but overall impacted parent/guardian engagement.

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	51.7% survey response Due to Covid protocols all	13% survey response rate 20 parents attended LCAP meeting Data Year: 2022-23		At least 70% of parents/ guardians will participate in the post Annual Family-School Relationships survey. Parent/guardian attendance at LCAP

	participation LCAP meetings	meeting were conducting virtually Data Year: 2021-22 Data Source: Local Surveys and Sign-in sheets	Data Source: Local Surveys and Sign-in sheets		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	30% Data Year: 2022-23 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 86% (amended in 2023) ELs 84.68% SED 85.28% Data Year: 2021-22 Data Source: SIS	All: 87.74% ELs: 88.2% SED: 88.07% Data Year: 2022-23 Data Source: P2		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: 56.7% EL: 55.4% Hispanic: 57% SED: 59.3% SWD: 65% Data Year: 2021-22 Source: CA Dashboard		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	N/A school did not yet enroll middle school students Data Year: 2021-22 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	All: 1.3% EL: 2% Hispanic: 1.3% SED: 1.5% SWD: 2.5%		Maintain a low student suspension rate of ≤5% for all students Maintain a low student suspension rate of ≤5% for

			Source: CA Dashboard Data Year: 2021-22		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	0% Data Year: 2021-22 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*	67% of 4th grade students responded favorably	50% of 4th and 5th grade students responded favorably Data Year: 2021-22 Data Source: Local	49% of students grades 4th & 5th responded favorably 28% of students grades 6th thru 8th responded favorably Data Year: 2022-23 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	73% of parents/guardians responded favorably Data Year: 2022-23 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: 2022-23 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	6 walkthroughs conducted Data Year: 2022-23 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: 2022 Data Source: SARC		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.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.	$100,064	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.	$40,000	N
Action 3	Student Success and Positive Behavior Support	Voices will provide a data management system to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. A curated library of intervention strategies aligned to the Voices School Culture Playbook will be available for teachers and staff that span all three MTSS tiers and each developmental stage (K-12). This data management system will also provide student attendance information and Network-side student survey results to promote a whole child approach.	$13,000	
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	$745,955	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 Manager will concentrate time on school attendance and reporting.	$134,340	N

Goal Analysis for 2022-23

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 school has a Dean of Culture who was out on maternity leave during the first semester of the school year. During that time, implementation of the social emotional learning and enrichment curriculum was not consistent. Now that she has returned, she is supporting with enrichment, behavior needs, and parent/guardian engagement. She is working on parent/guardian events and getting parents/guardians cleared to volunteer. The school did not institute the Advisory Council, Grupo Estudiantil for the middle school students

because there was only a small group of sixth graders this year staffing challenges In addition, we did not utilize the supplemental technology programs Nearpod or PearDeck premium because of the return to in-person instructional practices.

The Admin Support Staff action has also not been implemented as planned due to several support staff being out on leave and staffing being provided by temporary staffing agencies. The facility is being maintained as planned and attendance is being reported, but the level of communication and follow through if there are issues is not the same as it would be with regular staff members in these 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.

There were material differences between the budgeted expenditures and estimated actual expenditures in the following action:

Action 2 Enrichment Activities and Advisory Curriculum budgeted expenditures $23,570 and estimated actuals $580 due to the school not purchasing Arts in Action or Playworks programs this year.

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

The Dean of Culture, and Enrichment Activities were effective in promoting a positive school culture. These actions were 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 also evident with the Medium suspension rate of 1.3% in 2021-22.

Family survey data shows 73% of respondents with favorable responses to the question about school safety. However, the 13% response rate to the family survey is an area in need of improvement.

The Facility Maintenance and Admin Support staff actions were effective at conducting 6 walkthroughs per year and ensuring the school facility is in good repair.

The Engaging Supplemental Technology action was not effective because it was not implemented due to the return to full in-person instruction.

Chronic Absenteeism is at the very high status level for all students and all numerically significant subgroups. 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. 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. In the 2022-23 school year attendance continued to be an area of need as Covid protocols remained in place through February which ensured safety however impacted attendance. The \tiered intervention approach was used however not to fidelity given Deans of Culture was on leave the first half of the school year and her bandwidth was impacted with having to support an increase in student behavior. We will continue to implement the Tiered approach however with greater fidelity in 2023-24.

Student survey results, especially for middle school students, indicate that student sense of belonging is an area of need, which is evidenced by the chronically absent rate. To address this, the Principal will work with the Dean of Culture on student activities that promote a greater sense of connectedness as well as work with the network-level coach to analyze the Panorama student survey data to identify areas of need and create a plan to provide professional development to teachers, associate teachers, and staff members to address the area(s) of need.

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 Engaging Supplemental Technology action has been removed based on teacher feedback that these tools are no longer useful for them as they have returned to in-person instruction.

A Student Success and Positive Behavior Support action has been added as Action 3 for 2023-24 to address the need for additional support for school staff in supporting student behavior and student engagement to reduce suspension and chronic absence rates.

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. (Broad Goal -Priority 1A, 6C)

An explanation of why the LEA has developed this goal.

Voices serves 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 Voices was able to provide a strong virtual and hybrid program in 2020-21, research and our own internal data has shown that students did not meet growth goals. In particular, Voices K-1 students faced challenges in literacy instruction online and we expect that Voices will need highly-trained teachers to support the resulting learning loss. Voices has to make sure our teachers have the mindset, will and skill necessary to tackle the challenges of post-pandemic education and that they will work to achieve positive student outcomes. Coupled with the California teacher shortage before COVID-19, and that many educators have been leaving the profession, Voices foresees a challenge in being able to fill these roles. We know pandemic related learning loss will have an impact on students for years to come, and the more Voices 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: 2022-23 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	78.6% teachers with appropriate permit or waiver credential 37.5% appropriately credentialed per federal criteria Data Year: 2020-21 Data Source: SARC		100% teachers with appropriate permit or waiver credential Data Year: 2021-22 Data Source: SARC

Actions

Action #	Title	Description	Total Funds	Contributing
1	Induction Program	Continue to implement the induction program for new teachers.	$10,500	N
2	Credential Monitoring	Continue to review teacher assignments each quarter, to ensure that they are appropriately credentialed	$14,910	N
3	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	$864,414	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.	$4,320	N
5	School Leader Training	If we provide training for our school leaders in data analysis (both academic and culture) and differentiation strategies to support English learners and students with disabilities, they will be better equipped to coach teachers to address the needs of English learners and students with disabilities in the classroom.	$25,000	N

Goal Analysis for 2022-23

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 new principal was hired midway through the year and did not have the opportunity to participate in the Leadership strand of the SIOP training this year.

A success with the Highly Qualified Teachers action is that the school is now fully staffed with teachers. One of the teachers who was recently hired did not have the benefit of the summer professional development though. Any teacher who is hired late misses out on summer professional development opportunities.

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 material differences between the budgeted expenditures and estimated actual expenditures in the following actions:

Action 1 Induction Program budgeted expenditures $3,500 and estimated actuals $7,000 due to two teachers needing to participate in the induction program, instead of the 1 expected to participate.

Action 3 Highly Qualified Teachers budgeted expenditures $694,268 and estimated actuals $518,930 due to reduced enrollment requiring fewer teachers.

Action 4 Summer Professional Development budgeted expenditures $3,300 and estimated actuals $4,537 due to additional purchases of meals for teachers during the summer training.

Action 5 School Leader Training budgeted expenditures $5,000 and estimated actuals $0 because the school leader did not take advantage of the budget available to them for their professional development.

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% completing the induction program. Hiring highly qualified teachers is a challenge amidst the current teacher shortage. Voices supports its teachers in obtaining the appropriate waiver or permit while they are in the process of earning their full teaching credential.

The School Leader Training was not effective 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.

There are no changes made to the planned goal, metrics, or desired outcomes for the coming year.

The description of the school leader training has been modified to include training school leaders on data analysis and differentiation strategies for students with disabilities, in addition to English learner strategies. This is based on identified needs for both subgroups of students.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$798,014	$65,619

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
24.73%	0%	$0	24.73%

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 2022 ELA and Math performance of Voices English Learners and socioeconomically disadvantaged students, we find that they had Low performance in both. Voices had Medium performance in 2022 on the English Learner Progress Indicator, with 53.3% of students making progress towards English language proficiency.

Actions

Based on a review of data, Voices has designed the LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. Voices has planned for extensive professional development in English language acquisition strategies and data analysis for both teachers and school leaders. We provide additional training for Associate Teachers to ensure they can administer the ELPAC assessments in order to provide high quality data for making instructional decisions. Voices has 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.Voices has invested in recruiting and retaining our high-quality teachers this year to ensure students' needs continue to be met with the best personnel available. All teachers receive coaching support to ensure they can use the most effective teaching strategies for the 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 2, Action 2 ELPAC Administration

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, Voices 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%. Voices plans to use interim assessment data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

According to the 2022 CA Dashboard, the Chronic Absence rate was Very High for both English learners at 55.4% and for Socioeconomically disadvantaged students at 59.3%.

Actions

Based on the data, Voices sees 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. Voices will also provide a data management system to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. These actions are 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

Goal 3, Action 3 Student Success and Positive Behavior Support

Expected Outcomes

By implementing strategic actions in support of culture and climate, Voices hopes 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 27.8% through the following LEA-wide actions:

Goal 1, Action 1 Systematic ELD and SIOP Teacher Training ($2,800) 0.1%

Goal 1, Action 2 ELPAC Administration ($2,000) 0.1%

Goal 2, Action 1 Benchmark Assessment Licenses and Screeners ($20,460) 0.6%

Goal 2, Action 3 Staff Coaching support ($240,410) 7.5%

Goal 2 , Action 4 Associate teachers ($155,623) 4.8%

Goal 2, Action 5 Technology and programs for adaptive intervention programs ($93,240) 2.9%

Goal 2, Action 9 Small Class Sizes, teacher recruitment & retention ($325,459) 10.1%

Goal 3, Action 1 Dean of Culture ($50,782) 1.6%

Goal 3, Action 3 Student Success and Positive Behavior Support ($5,000) 0.2%

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 $155,623

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personne	Total Non-personnel
Totals	$ 2,296,855	$ 569,882	$ 44,230	$ 85,896	2,996,863	$ 2,049,508	$ 947,355

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	$ 2,800	$ -	$ -	$ -	$ 2,800
1	2	ELPAC Administration	All	$ 2,000	$ -	$ -	$ -	$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	All	$ 20,460	$ -	$ -	$ -	$ 20,460
2	2	Standards Aligned Core Curriculum	All	$ -	$ 5,500	$ -	$ -	$ 5,500
2	3	Staff Coaching Support	All	$ 240,410	$ -	$ -	$ -	$ 240,410
2	4	Associate teachers (Title 1 & LCFF S&C)	All	$ 155,623	$ -	$ -	$ 66,696	$ 222,319
2	5	Technology and programs for adaptive intervention programs	All	$ 93,240	$ -	$ -	$ 19,200	$ 112,440
2	6	Formative Assessment Programs	All	$ 2,000	$ -	$ -	$ -	$ 2,000
2	7	Student Services Manager	All	$ -	$ 108,972	$ -	$ -	$ 108,972
2	8	LAS Links administration	All	$ 2,000	$ -	$ -	$ -	$ 2,000
2	9	Small class sizes, teacher recruitment & retention (raises & bonuses)	All	$ 325,459	$ -	$ -	$ -	$ 325,459
3	1	Dean of Culture	All	$ 50,782	$ 49,282	$ -	$ -	$ 100,064
3	2	Enrichment Activities and Advisory Curriculum	All	$ -	$ 40,000	$ -	$ -	$ 40,000
3	3	Student Success and Positive Behavior Support	All	$ 5,000	$ 8,000	$ -	$ -	$ 13,000
3	4	Facility Maintanence	All	$ 398,327	$ 347,628	$ -	$ -	$ 745,955
3	5	Admin Support Staff	All	$ 134,340	$ -	$ -	$ -	$ 134,340
4	1	Induction Program	All	$ -	$ 10,500	$ -	$ -	$ 10,500
4	2	Credential Monitoring	All	$ -	$ -	$ 14,910	$ -	$ 14,910
4	3	Highly Qualified teachers	All	$ 864,414	$ -	$ -	$ -	$ 864,414
4	4	Summer Professional Development	All	$ -	$ -	$ 4,320	$ -	$ 4,320
4	5	School Leader Training	All	$ -	$ -	$ 25,000	$ -	$ 25,000

2023-24 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
$ 3,226,618	$ 798,014	24.73%	0.00%	24.73%	$ 895,774	0.00%	27.76%	**Total:**	$ 895,774
								LEA-wide Total:	$ 895,774
								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	English Learners	WCC	$ 2,800	0.00%
1	2	ELPAC Administration	Yes	LEA-wide	English Learners	WCC	$ 2,000	0.00%
2	1	Benchmark Assessments Licenses and Screeners	Yes	LEA-wide	All	WCC	$ 20,460	0.00%
2	3	Staff Coaching Support	Yes	LEA-wide	All	WCC	$ 240,410	0.00%
2	4	Associate teachers (Title 1 & LCFF S&C)	Yes	LEA-wide	All	WCC	$ 155,623	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	LEA-wide	All	WCC	$ 93,240	0.00%
2	9	Small class sizes, teacher recruitment & retention (raises & bc	Yes	LEA-wide	All	WCC	$ 325,459	0.00%
3	1	Dean of Culture	Yes	LEA-wide	All	WCC	$ 50,782	0.00%
3	3	Student Success and Positive Behavior Support	Yes	LEA-wide	All	WCC	$ 5,000	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 2,809,115	$ 2,266,269

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic ELD and SIOP Teacher Training	No	$ 2,000	$ -
1	2	ELPAC Administration	No	$ 20,740	$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	Yes	$ 14,585	$ 21,234
2	2	Standards Aligned Core Curriculum	No	$ 237,947	$ 11,400
2	3	Staff Coaching Support	Yes	$ 237,947	$ 170,419
2	4	Associate teachers (Title I)	Yes	$ 190,941	$ 172,465
2	5	Technology and programs for adaptive intervention programs	Yes	$ 51,869	$ 71,700
2	6	Formative Assessment Programs	No	$ 3,000	$ -
2	7	Student Services Manager	No	$ 114,030	$ 108,401
2	8	LAS Links administration	No	$ 2,000	$ 1,925
2	9	Small class sizes, teacher recruitment & retention	Yes	$ 277,686	$ 269,660
3	1	Dean of Culture	Yes	$ 100,396	$ 98,322
3	2	Enrichment Activities and Advisory Curriculum	No	$ 23,570	$ 580
3	3	Engaging Supplemental Technology	No	$ -	
3	4	Facility Maintanence	No	$ 684,305	$ 667,665
3	5	Admin Support Staff	No	$ 125,043	$ 123,043
4	1	Induction Program	No	$ 3,500	$ 7,000
4	2	Credential Monitoring	No	$ 16,988	$ 16,988
4	3	Highly Qualified teachers	No	$ 694,268	$ 518,930
4	4	Summer Professional Development	No	$ 3,300	$ 4,537
4	5	School Leader Training	No	$ 5,000	$ -

2022-23 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	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)
$ 534,002	$ 778,848	$ 686,804	$ 92,044	0.00%	0.00%	0.00% - No Difference

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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)
2	1	Benchmark Assessments Licenses and Screeners	Yes	$ 14,585	$ 21,234	0.00%	0.00%
2	3	Staff Coaching Support	Yes	$ 237,947	$ 170,419	0.00%	0.00%
2	4	Associate teachers (Title I)	Yes	$ 114,565	$ 93,500	0.00%	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	$ 33,669	$ 33,669	0.00%	0.00%
2	9	Small class sizes, teacher recruitment & retention	Yes	$ 277,686	$ 269,660	0.00%	0.00%
3	1	Dean of Culture	Yes	$ 100,396	$ 98,322	0.00%	0.00%

2022-23 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)
$ 2,109,182	$ 534,002	0.00%	25.32%	$ 686,804	0.00%	32.56%	$0.00 - No Carryover	0.00% - No Carryover

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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:

Coversheet

Stockton (ST) Review of Local Indicators and 23-24 LCAP Approval

Section: III. 23-24 Local Indicators Review and LCAP Approval
Item: E. Stockton (ST) Review of Local Indicators and 23-24 LCAP Approval
Purpose: Vote
Submitted by:
Related Material: STK Local Indicators 23-24.docx.pdf
Stockton_BOP_23-24-combined.pdf

California Department of Education
September 2022

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* (*EC*) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

Number/percentage of misassignments of teachers of ELs	Total teacher misassignments	Vacant Teacher Positions
0	0	1

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
0

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)
3

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards	1				
History-Social Science	1				

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards	1				
History-Social Science	1				

3. **Rate the LEA's progress in implementing policies or programs to support staff in**

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards	1				
History-Social Science	1				

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	N/A	N/A	N/A	N/A	N/A
Health Education Content Standards	N/A	N/A	N/A	N/A	N/A
Physical Education Model Content Standards	N/A	N/A	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A	N/A	N/A
World Language	N/A	N/A	N/A	N/A	N/A

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	2
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	3
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	2
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	3

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Voices Academy at Stockton (Voices Stockton) knows the importance of stakeholder engagement, as it leads to developing an effective plan for the school and student success. Throughout the year, Voices Academy has ELAC meetings, and Cafecitos planned, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. All materials are provided in English and Spanish. The meetings are hosted by Voices and stakeholder feedback is collected. Given staff bandwidth, workshops did not start until the last months of school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

   Voices Academy at Stockton will continue to focus on increasing attendance at Cafecito, pushing out invites through ParentSquare, having principals and Deans make calls home to encourage more relationship building. Additionally, building those relationships with staff and families includes training teachers on parent-teacher conferences and how to communicate with parents with updates regularly.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

   Voices Academy at Stockton will focus on different outreach approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging etc.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	2
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   Voices Stockton started this year with needing to address student behavior and with several new teachers which meant new relationships were needed with parents/guardians. The Principal, Parent Liaison and Parent Organizer made efforts to connect with parents/guardians to update as needed. Families felt updated and happy.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

   Voices Stockton will start the year with a Parent/Guardian Education Workshop calendar to provide families with resources and guidance on how to support their student and partner and collaborate with the school.

   Families would like more opportunities for enrichment activities outside of what is currently offered. Voices will continue to focus on student wellbeing by supporting them to build coping skills. We will provide advisory for middle school students and an SEL curriculum.

   Voices will also provide additional academic support for students to mitigate learning loss.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

   Voices Stockton will focus on different outreach approaches when reaching out to our families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging etc. Voices will also use these various communication channels to convey information on resources and support families with connecting to these resources.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	2

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

   In addition to our stakeholder engagement, where feedback is collected, Voices conducts Network-wide staff and family surveys utilizing Panorama, a third party. These surveys are conducted twice a year and are used for planning. We will continue to use these surveys in the 23-24 year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   Voices Stockton will focus on seeking family input regarding enrichment activities and ways in which parents/guardians can support these activities Voices Stockton will also seek family input in ways to motivate parent/guardian participation and engagement at school including participation in the Family-schools relationship survey conducted twice a year.

3. Based on the analysis of educational partner input and local data, briefly

describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Voices will focus on different outreach approaches when reaching out to our harder to reach families. Approaches include continuing to provide materials in both English, Spanish and multiple languages as needed, proactive phone calls from school leadership, pushing Parent Square Messaging, creating a different schedule for meetings including alternate times.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Response:

In 2022-23, Voices Stockton opened for its third operational year with grades TK-3rd. We administered the Panorama Post Family-School relationships survey where data showed 84% of parents/guardians responded favorably in regards to the school safely on campus. Additionally, 76% of parents/ guardians responded favorably to school climate overall, referring to the perceptions of the overall social learning climate of the school.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Response: Voices Academies uses different measures and tools to track progress on the broad course of study including:

- Daily attendance, including attendance in middle schools blocks
- Daily schedules for grades K-3
- Pacing calendars for math and ELA curriculum
- Trackers for meeting the instructional minutes for students with special needs
- Regular principal network walkthroughs to monitor implementation of academic program
- Academic weekly data tracking to measure success of implemented course of studies in math and ELA
- Academic lesson internalization and tracking
- Mid-module/unit and end of module/unit Quarterly mid-benchmark quizzes and interim assessments where student data is disaggregated by subgroup including English Learners and Students with Special needs

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Response: All students have access to a broad course of study. All students, regardless of subgroup, engage in our program. Voices Stockton implements a full inclusion model for students with special needs.Students receive CCSS-aligned English Language Arts and math instruction daily. English Learners receive daily English Language Development, whether it is 60 minutes or a 30 minute intervention session. Students engage in science and social studies texts and knowledge through English Language Arts nonfiction and fiction passages.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Response: Voices Stockton offers a broad course of study to all students currently, but we are always looking to improve. Our current focus is on setting our professional learning community norms and practices and systems, in addition to laying a foundation for our lesson internalization and data analysis mindsets and procedures so they lead to improved student outcomes in math, ELD and ELA. Once we see teacher and student success in that priority area in grades K-5 (we will be K-5 in 2024-2025), we can then focus our efforts on strengthening our NGSS and History standards-based instruction, curriculum and professional development.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Response: Our current focus is on revisiting our professional learning community norms and practices, in addition to resetting our lesson internalization and data analysis mindsets and procedures so they lead to improved student outcomes. We use our student outcomes and come together as a Professional Learning Community weekly to assess where we are making progress and where to focus on next. Based on walkthroughs of classrooms and student data, the principal can decide where to give our staff more support and broad access to study to all students.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

LCFF Budget Overview for Parents

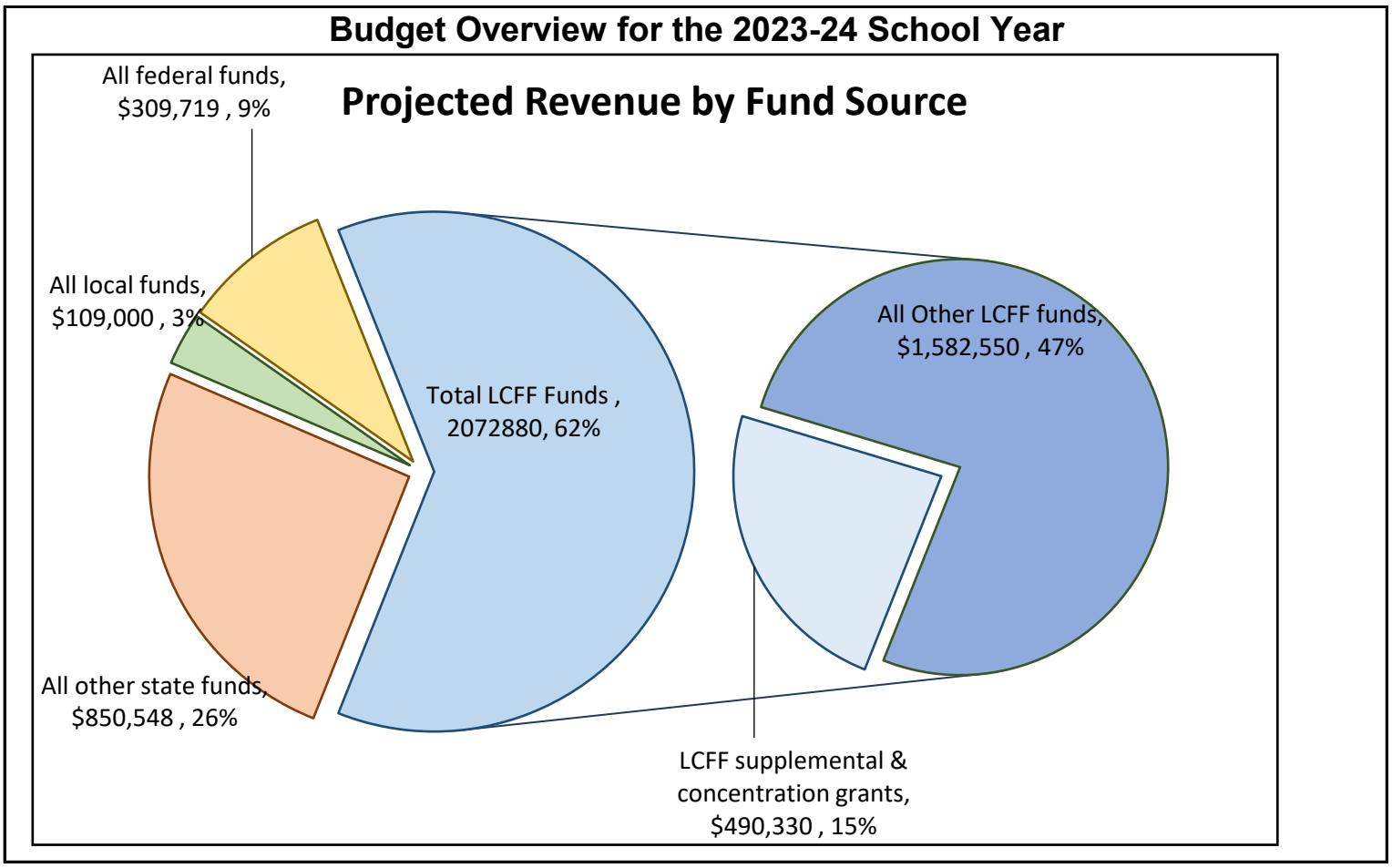
Local Educational Agency (LEA) Name: Voices College-Bound Language Academy at Stockton

CDS Code: 39 68676 0139907

School Year: 2023-24

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).



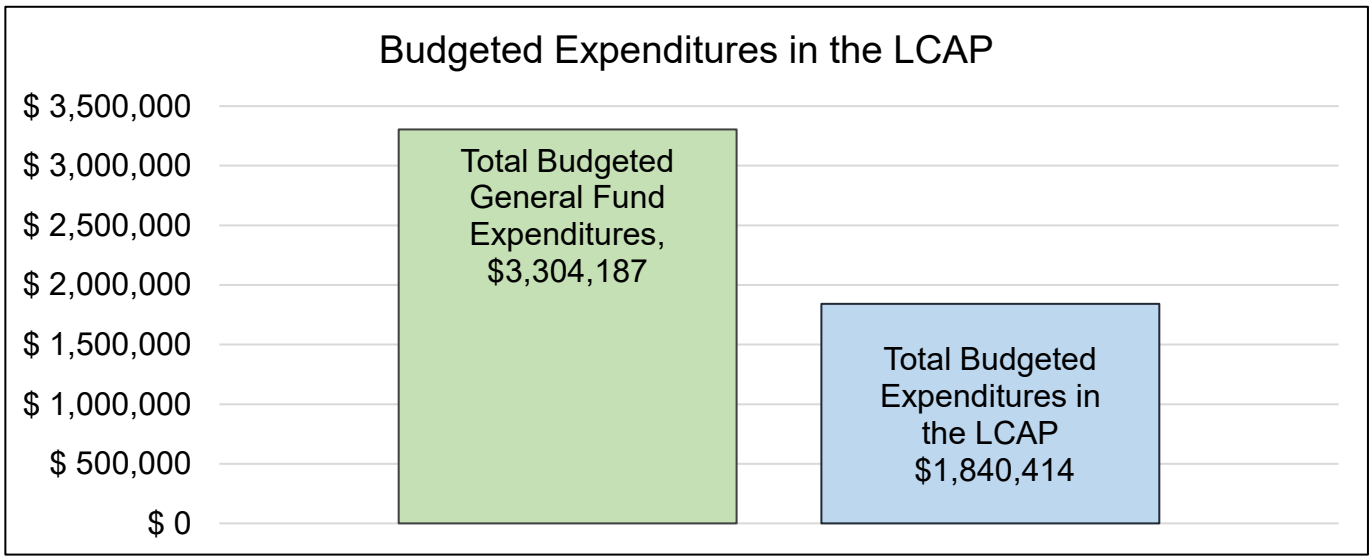
This chart shows the total general purpose revenue Voices College-Bound Language Academy at Stockton expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Voices College-Bound Language Academy at Stockton is $3,342,147.00, of which $2,072,880.00 is Local Control Funding Formula (LCFF), $850,548.00 is other state funds, $109,000.00 is local funds, and $309,719.00 is federal funds. Of the $2,072,880.00 in LCFF Funds, $490,330.00 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 Stockton plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Voices College-Bound Language Academy at Stockton plans to spend $3,304,187.00 for the 2023-24 school year. Of that amount, $1,840,414.00 is tied to actions/services in the LCAP and $1,463,773.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

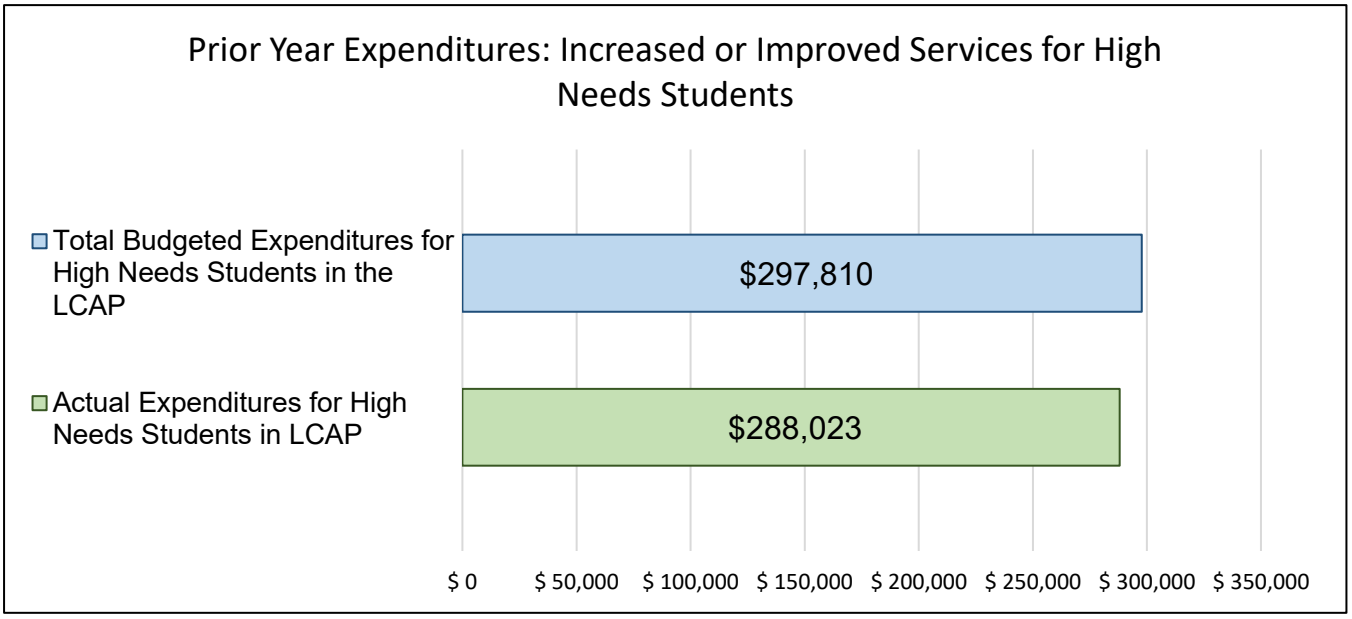
Business Office Expenses, Special Education and Nutrition program expsenses, legal and oversight fees, insurance, equipment leases

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Voices College-Bound Language Academy at Stockton is projecting it will receive $490,330.00 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 $537,730.00 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 2022-23



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 2022-23, Voices College-Bound Language Academy at Stockton's LCAP budgeted $297,810.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Stockton actually spent $288,023.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of $9,787.00 had the following impact on Voices College-Bound Language Academy at Stockton's ability to increase or improve services for high needs students:

All actions and services for high needs students were provided as planned.

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	mjauregui@voicescharterschool.com (209) 942-1160

Plan Summary 2023-24

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 2022-23, Voices College Bound Language Academy at Stockton served a total of 103 students with diverse needs and backgrounds across Kindergarten through 3rd grade. Approximately 70% of students are Socioeconomically Disadvantaged; 32% are English Learners; and 1% are Reclassified Fluent English Proficient, and 1% are Foster Youth. In addition, 10% of students qualify for SPED (Special Education). Our students represent a variety of backgrounds, with our most significant populations identifying as Hispanic/Latino (93%); other ethnicities include African American (4%), White (1%), and Asian (1%). Additionally, some students identify as having two or more races (1%). Next year the school will grow to serve students in grades K-4.

Voices believes in its students, and we believe in the power of the values that drive our efforts to support students to succeed. At the center of this is Voices’ 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 Voices 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, particularly English Language Learners, by providing designated and integrated ELD training for all teachers to ensure all students have language learning supports in our dual-immersion model; Improve student 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; Maintaining 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; and 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.

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.

Upon review of the 2022 CA Dashboard, Voices Stockton is proud of its very low suspension rate status on the 2022 CA Dashboard, reflecting the 0% suspension rate for all students. We attribute this success to the efforts of the Dean of Culture (previously Parent Liaison) and Enrichment Activities and Advisory Curriculum actions that contribute to a positive school culture and student regulation of emotions. We will continue these actions into the coming year.

Based on the local data, here are some successes from the 2022-23 school year:

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 teachers and staff at Voices Stockton are deeply committed to the work of educating our students. The school principal supports teachers with an open door policy, where teachers can drop in and ask questions or for support. 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 and provided substitutes for planning time when possible. Voices provides multiple opportunities for teachers and staff to provide feedback and has addressed this feedback by providing more planning time during summer professional development, Wellness Days, and additional break time during the school year. 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.

Upon review of the 2022 CA Dashboard, Voices Stockton has identified a need in the area of chronic absenteeism, as it is at the very high status level for all students and all numerically significant subgroups. 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/Parent Liaison 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. 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. Attendance continued to be an area of challenge in 2022-23. We will continue to implement the Tiered approach in 2023-24 however with greater fidelity.

Supporting student Behavior continues to be an area of need as we continue to see the impact of the pandemic with regards to social interactions and the need for a continued social emotional focus.

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.

- 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. Voices will continue to provide the opportunity for principals to participate in principal-specific ELD training and next year will more intentionally create the time and space for principals to engage in this professional development.

- Voices will provide a leadership coach for the principal and part of the coaching work will include analysis of school-level, classroom-level, and subgroup interim assessment data. School leaders will also receive coaching on best practices for differentiating for students with disabilities. This will enable the principal to better support teachers during the school-wide data analysis sessions to plan to differentiate instruction to meet the needs of all students.. 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.

LCAP Highlights

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

The 2023-24 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 English Language Learners by providing designated and integrated ELD training for teachers to ensure all students have language learning supports in Voices' 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 student 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 continue to ensure that 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 and Enrichment Activities, 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 and who will deliver high-quality Common Core standard based instruction by providing a competitive salary package, credential monitoring, support with enrollment in and completion of a teacher Induction program, summer professional development, and school leader training focused on developing teachers' strategies to support the progress of English learners and students with disabilities.

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 eligible for comprehensive support and improvement. Eligibility comes from the low performing category.

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 and as such there are no existing resource inequities to address. Voices Stockton worked collaboratively with our educational partners to develop our improvement plan.

In the 2021-22 school year the pandemic continued to impact student attendance. At Voices, students had to quarantine at home if/when they were identified as close contacts. Often, after such quarantines students often did not complete the required work to count for independent study attendance. In addition, the COVID requirement of completing a health screening to attend school resulted in parents/guardians keeping students home if any concerning symptom was noted. In 2022-23 Voices held all Covid Protocols in place until February so these challenges continued and post pandemic recovery still warrants an increased focus on students' needs to rediscover a sense of belonging and connectedness to school and a focus on their social emotional wellbeing in order for academic growth to accelerate optimally for the longer term. Restorative Practice and SEL training was conducted with instructional staff, support staff and Administrative staff. Additional staff and training is still needed. Parent/guardian participation was impacted in 2021-22 as Covid Protocols impacted the ability for parents to be on campus. In 2022-23 the year started with Covid Protocols requiring proof of vaccination or a negative Covid Test resulting in Cafectios (parent/guardian monthly meeting) occurring virtually with minimal attendance. These protocols ensured continued safety but overall impacted parent/guardian engagement. Chronic absenteeism historically has been more prominent in lower grades (TK-1st) and the pandemic caused even greater need in this area which impacts school-wide attendance since TK through 1st represents more than half of the student population at Voices Stockton.

Specifically, Voices College-Bound Language Academy at Stockton (Voices Stockton) will address areas of need using actions and services that include, but are not limited to the following:

- In addition to the LCAP and SPSA processes, Voices Stockton plans to monitor student absenteeism by utilizing an internal chronic absenteeism tracker for internal metrics

- Conduct weekly data review as part of weekly check-in meetings with the Managing Director of Schools and the Principal, as well as between the Business Manager and Dean of Culture, and reporting trends weekly at network-level meetings.

- Intentionally build relationships with families of chronically absent students

- Conduct Parent/Guardian workshops to educate parents/guardians regarding attendance and the impact of chronic absenteeism

- Train all staff in Behavior, Restorative Practices and Social Emotional Learning in summer and throughout the school year

- Develop an accountability plan

- Identify Student Needs using a Student Success Platform

- Regularly Analyze Student Data including Data from Network-wide Student SEL survey which will be conducted with 4th grade students for the first time next year as Voices Stockton will have a 4th grade in 2023-24

- Support for Dean of Culture via Professional Development minimum of 5 x a year in addition to summer retreats

- Ongoing support/coaching from the Chief Culture Officer of In Lak'Ech.

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 will monitor and evaluate the implementation and effectiveness of the plan using the following methods:
- Surveys of families, staff and students (internal and 3rd party, 4 times a year, including pre and post surveys)
- Parent feedback (at each parent meeting (monthly) and/or parent education workshop (usually quarterly))
- Attendance report (weekly and monthly)
- Chronic absenteeism report (weekly and monthly)
- Weekly check ins between the Business Manager and the Dean of Culture
- Weekly data report from Voices Stockton to the Voices Senior Leadership Team

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 Stockton 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. This stable group of parents provides feedback throughout the year on the strengths and needs of our program.

Throughout the year, Voices Academy held ELAC meetings/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 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 described and also through the Network-wide surveys. Teachers, staff, and school administrators have provided feedback at Skip Level meetings that occur twice a year. At Skip Level meetings, someone from the Voices network comes to collect feedback from each staff member on whether they are receiving the support they need to perform their job duties. Voices also conducts Listening Tours where the Voices Senior Leadership Team visits each school and meets with small groups of teachers, associate teachers, administrators, and other staff members to collect feedback.

Cafecitos: Once a month

<u>Opportunities for parents to discuss LCAP topics:</u>

Cafecitos/ELAC Meetings: Once a month on the last Thursday of every month

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 or students represented by civil rights organizations are not present at Voices College-Bound Language Academy at Stockton. Likewise, Voices College-Bound Language Academy at Stockton teachers and personnel are not represented by a local bargaining unit.

A summary of the feedback provided by specific educational partners.

Parents expressed that they would like more opportunities to be involved without having to go through the formal volunteer process. They enjoyed attending the kindergarten graduation that was held at a local park and would like more family events/celebrations similar to that one.

Spanish-speaking parents appreciate that the office staff speaks Spanish and is happy to answer any questions or address any concerns that they may have. Overall parents appreciate the regular communication from the school. The best feedback provided by parents is the referral of other families to the school because they are confident in the strength of the program.

Teachers and Staff find value in the open door policy of the principal to ask questions or request support. They appreciate the planning time provided when substitute teachers can be found.

Administrators appreciate the dedication of the teachers and staff and hope to be able to hire an instructional coach to provide additional instructional support for teachers in the future.

Teachers, staff, and administrators hope a reading intervention teacher can be hired for next year. They would also like to have professional development focused on meeting the diverse needs of special populations in an inclusive classroom. They appreciate the Wellness Days and shared that with the extended school day, they need more of these Wellness Days and a longer winter break.

Associate Teachers would like more training in addressing student behavior needs, especially deescalation strategies. They also report needing more training in small group instruction strategies to push student thinking and increase rigor.

Teachers, staff, and administrators have all expressed the need for stronger communication between the network and the school sites. School site personnel feel uninformed about what is happening at the network level and thus feels disconnected from the larger Voices community.

Third grade students expressed happiness to be able to attend their first field trip.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partner feedback was carefully considered and influenced the following elements of the LCAP:

Goal 4, Action 5 was updated to include training for school leaders on differentiation strategies for students with disabilities. The plan is for the school leaders to take the learning back to the schools and be better able to provide professional development and coaching for teachers on implementing these strategies in their classrooms.

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.

This broad goal was created because 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
CAASPP Data Percent of Students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy (Overall performance in	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)	NA - no data given this is our second year - first testing year on SBAC is 2022-2023 (Year 2) - Will be reported in Year 3		All Students - 50% proficient on SBAC ELA or math English Learners 30% Data Year: 2022-23 Data Source: Dataquest

SBAC) for all students and all numerically significant subgroups					
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	28.6% Data Year: 2021-22 Data Source: CA Dashboard		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	Data release delayed by the CDE Data Year: 2021-22 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 K-4 teachers in both Systematic ELD (by EL Achieve) and the Sheltered Instruction Observation Protocol (SIOP) models, and then follow up that training with ongoing coaching, 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.	$0	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	Y

Goal Analysis for 2022-23

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 not all teachers were able to attend all Systematic ELD trainings due to the difficulty in finding substitutes to cover their classes, so that they could attend all six of the training sessions.

The teachers are in the process of completing the independent portion of the SIOP courses and will be finished by the end of April. The teachers are doing a great job implementing Systematic ELD, despite not being able to attend all of the training sessions.

The small population of English learners at the school has made scheduling ELD time across classrooms difficult. Ideally, students would rotate to a different classroom based on ELD level or specific language acquisition needs, but due to the small English learner population and different grade levels being on different schedules, this has been challenging to implement with fidelity.

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 actuals.

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

In 2021-22, the SIOP Teacher Training was not effective because it was not implemented, so in combination with the young age of our English learner population, it is not surprising that English Learner progress was at the low level with 28.6% of English learners progressing at least one level or maintaining at the highest level on the ELPAC.

The actions of Systematic ELD and ELPAC administration were effective in supporting teachers in developing the strategies to support English learners with language acquisition and the successful ELPAC administration that provides the data for targeted ELD instruction.

In 2022-23, the Systematic ELD and SIOP training has been effective as evidenced by teacher observations demonstrating teacher implementation of the EL strategies and the Systematic ELD program. We anticipate additional growth for our English learners on the 2023 ELPAC.

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 made to the planned goal, metrics, or desired outcomes for the coming year.

Action 1 Systematic ELD and SIOP Teacher Training has been updated because all teachers have now been trained in Systematic ELD and SIOP, so only new teachers will need the training. We have added follow-up coaching to the action to ensure teachers have continued support with implementation.

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.

This broad goal was developed to address two subgroups of concern with academic achievement are students with disabilities and socioeconomically disadvantaged students. 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	20% Data Year: 2022-23 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	10% Data Year: 2022-23 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 Records/Reading in Benchmark 3	13% Data Year: 2022-23 Data Source: Running Records/Reading in Benchmark 3		35% of English Learners proficient in reading, native language Data Year: 2023-24 Data Source: Running Records/Reading in Benchmark 3
Reading MAP Assessment: % meeting growth goal	42% Data Year: 2022-23	N/A - Metric added in 2023	N/A - Metric added in 2023		50%
Math MAP Assessment: % meeting growth goal	46% Data Year: 2022-23	N/A - Metric added in 2023	N/A - Metric added in 2023		50%
% of teachers receive academic content and performance standards	100% of teachers receive academic content and performance standards	100% of teachers receive academic content and performance standards	100% of teachers receive academic content and performance standards		100% of teachers receive academic content and performance standards

professional development	professional development	professional development Data Year: 2021-22 Data Source: Local Professional Development calendar	professional development Data Year: 2022-23 Data Source: Local Professional Development calendar		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: 2022-23 Data Source: Curriculum and Assessment inventory/ procurement list		100% of students have access to standards-aligned materials for use at home and at school Data Year: 2023-24 Data Source: 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.	$8,110	Y

		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.		
Action 2	Standards Aligned Core Curriculum	By purchasing a 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.	$3,900	N
Action 3	Staff Coaching support	If we provide staff with coaching support via a principal 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.	$140,709	Y
Action 4	Associate teachers (Title I and LCFF S&C)	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.	$202,433	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.	$69,961	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	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.	$98,938	Y

Goal Analysis for 2022-23

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 due to lower than expected enrollment and the resulting decrease in budget, as well as the difficulty in hiring qualified staff class sizes were larger than planned and not all classrooms were staffed with an Associate Teacher.

The school has been able to provide teachers with daily midday professional development time for learning and instructional planning. On Mondays, the principal models math strategies. Tuesdays and Wednesdays are devoted to data meetings, and Thursdays are strictly for planning, with Fridays remaining to address any other professional learning needs determined by the principal based on observations or data meeting outcomes. The monthly organization-wide planning day has not been able to occur due to the difficulty in securing substitute teachers, but the school provides individual planning days for teachers once each month if a substitute can be secured. As a result of this strong implementation of professional development, teachers are using the curriculum and other resources wisely, maximizing instructional time.

Assessments are being successfully administered four times this year, providing teachers more frequent data to adjust instructional groupings or plans.

One challenge has been providing personalized instruction with the larger class sizes and the continual staffing challenge. When one staff member is out, it makes it difficult for the rest of the team who need to fill in for that person because there is no substitute coverage available.

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 material differences between the budgeted expenditures and estimated actual expenditures in the following actions:

Action 1 Benchmark Assessments Licenses and Screeners budgeted $5,290 and estimated actuals $7,566 due to Achievement Network costs being higher than anticipated.

Action 2 Standards Aligned Core Curriculum budgeted $19,130 and estimated actuals $12,998 due to not purchasing as many supplemental materials as anticipated.

Action 4 Associate Teachers budgeted $66,782 and estimated actuals $86,552 due to more hours being provided to associate teachers than had been budgeted for.

Action 5 Technology and programs for adaptive intervention programs budgeted $48,516 and estimated actuals $36,556 due to not needing to purchase as many new devices as anticipated.

Action 7 LAS Links Administration budgeted $2,000 and estimated actuals $1,194 due to needing fewer new materials for administration this year.

Action 8 Small Class sizes, teacher recruitment & retention budgeted $95,191 and estimated actuals $143,276 due to staffing challenges, more bonuses were distributed and some classes are severely under-enrolled, so paying for full staffing for those classes (without combining them) was costly.

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, and LAS Links administration are not showing effectiveness this year as evidenced by 20% of students proficient on the Internal Math Assessment K-3 10% of students proficient on the Internal ELA Assessment 2-3 in Benchmark 2 in 2022-23. However, these actions are showing some effectiveness with student growth with 42% of students meeting MAP reading growth goals and 46% of students meeting MAP math growth goals.

The lack of effectiveness of these actions results from the difficulties in staffing key positions this year, resulting in less fidelity to established procedures and plans. Action 9 around teacher recruitment is key to resolving these staffing issues and should be expanded to include principal, associate teacher, and other key staff member recruitment. The ability to expand this action is limited by budgetary constraints, so at this time we are investigating changes to the action but cannot formalize until more information is available.

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 made to the planned goal, metrics, desired outcomes, or actions for the coming 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 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.

This broad goal was developed because school culture impacts student attendance, student behavior, and ultimately student learning. The 2022 CA Dashboard shows Chronic Absenteeism is an area to improve. 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 participation LCAP meetings	12.5% survey response. Due to Covid protocols all meeting were conducting virtually Data Year: 2021-22 Data Source: Local	43% survey response. 3 parents attended LCAP meeting Data Year: 2022-23 Data Source: Local		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
% of Parents of Unduplicated Pupils and pupils with exceptional needs will attend at least one parent workshops or	No baseline	Due to Covid protocols all meeting were conducting virtually Network-wide Parent/Guardian Ed Series - workshop	5% Data Year: 2022-23 Data Source: Sign-in sheets and training dates		At least 70% of Parents of Unduplicated Pupils will attend at least one parent workshops or parent education class

parent education class		dates: 10/21, 11/18, 2/17, 3/24, 4/28 Data Year: 2021-22 Data Source: Local			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)	All: 86% Data Year: 2021-22 Data Source: Local	All: 87.41% EL: 87.46% SED: 88.1% Data Year: 2022-23 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: 66.2% EL: 80% Hispanic: 68.1% SED: 67.7% Source: CA Dashboard Data Year: 2021-22		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	0% Data Year: 2020-21 Data Source: Dataquest	N/A Metric added in 2022	0% Data Year: 2022-23 Data Source: Dataquest		<3% Data Year: 2022-23 Data Source: Dataquest
Expulsion Rate for all students and all	0% Data Year: 2020-21	N/A Metric added in 2022	0% Data Year: 2022-23		0% Data Year: 2022-23

numerically significant subgroups	Data Source: Dataquest		Data Source: Dataquest		Data Source: Dataquest
% of parents/guardians responded favorably to school safety question	75% of parents/guardians responded favorably Data Year: 2021-22 Data Source: Local	N/A Metric added in 2022	84% Data Year: 2022-23 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% Data Year: 2021-22 Data Source: Local	N/A (added in 2022)	100% Data Year: 2022-23 Data Source: Local		100% Data Year: 2023-24 Data Source: Local
Overall Facilities Inspection Rating	TBD Data Year: 2021-22 Data Source: Local	N/A (added in 2022)	Good Data Year: 2022-23 Data Source: SARC		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	$204,817	Y

		Culture will train staff on the use of our social emotional supports and coordinate enrichment programs at the school for TK-4.The Dean of Culture will provide parent/guardian education in coordination with the Family Recruiter. This action is principally directed towards parents/guardians of unduplicated students, resulting in improved student success particularly for SED and EL students.		
Action 2	Enrichment Activities	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.	$42,000	N
Action 3	Student Success and Positive Behavior Support	Voices will provide a data management system to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. A curated library of intervention strategies aligned to the Voices School Culture Playbook will be available for teachers and staff that span all three MTSS tiers and each developmental stage (K-12). This data management system will also provide student attendance information and Network-side student survey results to promote a whole child approach.	$13,000	Y
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	$428,273	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 Manager in coordination with the principal will coordinate the work of additional staff members to concentrate time on school attendance and reporting.	$152,224	N

Goal Analysis for 2022-23

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 is not using the ToolBox curriculum, but is using Arts in Action and there is an art room fully stocked with art materials for classrooms to use on a rotating basis.

The Parent Liaison has strong relationships with parents/guardians this year. She contacts parents/guardians of students who need additional support and is now contacting the parents/guardians of students who are doing well and making good choices to ensure relationships are formed with those families as well. The Parent Liaison has strengthened the implementation of enrichment activities this year by providing the Associate Teachers an hour of planning time each week, where they can collaboratively plan the enrichment lessons for the following week. Enrichment time could be further improved if the Associate Teachers had additional time for training on best practices for implementing the curriculum and utilizing resources.

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 material differences between the budgeted expenditures and estimated actual expenditures in the following action:

Action 2 Enrichment Activities budgeted expenditures $3,250 and estimated actuals $760 due to the school not purchasing Arts in Action or SEL Toolbox programs this year. Other activities were provided during enrichment time that did not use funding, other than staffing.

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

The actions of the Parent Liaison and Enrichment Activities partial effectiveness is evidenced by family survey data showing 73% of respondents with favorable responses to the question about school safety. These actions were not effective at addressing chronic absenteeism with 66% of students absent for more than 10% of the school year in 2021-22. This was a complicated issue due to the need for close contacts to quarantine after COVID-19 exposure and students not completing assignments at home that would count towards independent study attendance. With the relaxation of COVID protocols, there has been a slight increase in the average daily attendance rate bringing it to 87.41%, still well below the goal level of 95%.

These actions collective effectiveness is also evident with the Very Low suspension rate of 0% in 2021-22.

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 made to the planned goal or desired outcomes for the coming year.

The Parent Liaison has been promoted to a Dean of Culture for the 2022-23 school year, and the name of Action 1 has been updated accordingly.

A Facility Maintenance action and an Admin Support Staff action have been added to next year's plan because as the school has grown, additional services are necessary to support facilities and attendance.

A Student Success and Positive Behavior Support action has been added as Action 3 for 2023-24 to address the need for additional support for school staff in supporting student behavior and student engagement to maintain the low suspension rate and reduce chronic absence rates.

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.

This broad goal was developed because 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: 2022-23 Data Source: Local		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	90% teachers with appropriate permit or waiver credential 33% of teachers are fully credentialed 100% appropriately assigned Data Year: 2020-21 Data Source: SARC		100% teachers with appropriate permit or waiver credential Data Year: 2021-22 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	Credential Monitoring	Continue to review teacher assignments each quarter, to ensure that they are appropriately credentialed	$14,910	N

3	Highly qualified teachers	Maintain a comprehensive salary package that attracts highly qualified teachers and high needs teachers	$421,499	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.	$3,640	N
5	School Leader Training	If we provide training for our school leaders in data analysis (both academic and culture) and differentiation strategies to support English learners and students with disabilities, they will be better equipped to coach teachers to address the needs of English learners and students with disabilities in the classroom.	$25,000	N

Goal Analysis for 2022-23

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 is fully staffed with teachers this year. One of the teachers is participating in the Induction program this year. There was a lot of teacher turnover from last year and starting with a majority of new teachers can be challenging to ensure they receive the support they need to meet the needs of all of their students. One of the teachers who started the year had to leave part way through the year, and his/her replacement did not have the benefit of the summer professional development. The teachers are all mission-aligned with growth mindset eager to improve their practice.

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 material differences between the budgeted expenditures and estimated actual expenditures in the following actions:

Action 1 Induction Program budgeted expenditures $7,000 and estimated actuals $0 due to 0 teachers needing to participate in the induction program, instead of the 2 expected to participate.

Action 3 Highly Qualified Teachers budgeted expenditures $233,205 and estimated actuals $271,163 due to qualified substitute costs being higher than anticipated.

Action 5 School Leader Training budgeted expenditures $5,000 and estimated actuals $355 because the school leader did not take advantage of the full budget available to her for professional development.

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 and 90% of teachers having the appropriate waiver or permit. Hiring highly qualified teachers is a challenge amidst the current teacher shortage. Voices supports its teachers in obtaining the appropriate waiver or permit while they are in the process of earning their full teaching credential.

The School Leader Training was not effective 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.

There are no changes made to the planned goal, metrics, or desired outcomes for the coming year.

A Credential Monitoring action was added to ensure that teacher assignments are reviewed each quarter, to ensure that teachers are appropriately credentialed.

The description of the school leader training has been modified to include training school leaders on data analysis and differentiation strategies for students with disabilities, in addition to English learner strategies. This is based on identified needs for both subgroups of students, as well as feedback from teachers and administrators about the need for more training to support students with disabilities.

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 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$490,330	$55,809

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
30.98%	0%	$0	30.98%

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 ELA or Math status available because in 2021-22, the school only served grades K-2. The CA Dashboard shows 28.6% of English learners making progress or maintaining at the highest level on the ELPAC in 2021-22.

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. Voices has planned for extensive professional

development in English language acquisition strategies and data analysis for both teachers and school leaders. We provide additional training for Associate Teachers to ensure they can administer the ELPAC assessments in order to provide high quality data for making instructional decisions. 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 that monitor student progress towards meeting grade level standards and informs our comprehensive system of academic support. Voices 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 2 ELPAC Administration

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 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 2022 on the CA Dashboard, our Socioeconomically disadvantaged student group and our English Learners were at very low status at 0% for suspensions. Our Chronic Absence rate was at very high status for both groups. In 2022-23, 73% of parents indicated that they feel their child is safe at school.

Actions

Based on the data, Voices sees 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 Voices social emotional curriculum and oversee enrichment programs at the school. The Dean of Culture will also provide parent education. Voices will also provide a data management system to track student behavior, provide intervention planning tools for individual students, and progress monitoring tools to determine whether the interventions are supporting students. These actions are 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

Goal 3, Action 2 Enrichment Activities

Goal 3, Action 3 Student Success and Positive Behavior Support

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 33.98% through the following LEA-wide actions:

Goal 1, Action 2 ELPAC Administration ($2,000) 0.13%

Goal 2, Action 1 Benchmark Assessments Licenses and Screeners ($8,110) 0.51%

Goal 2, Action 3 Staff Coaching Support ($140,709) 8.89%

Goal 2 , Action 4 Associate teachers ($161,946) 10.23%

Goal 2, Action 5 Technology and programs for adaptive intervention programs ($65,641) 4.15%

Goal 2, Action 8 Small Class Sizes, teacher recruitment & retention ($98,938) 6.25%

Goal 3, Action 1 Dean of Culture ($53,386) 3.37%

Goal 3, Action 2 Enrichment Activities ($2,000) 0.13%

Goal 3, Action 3 Student Success and Positive Behavior Support ($5,000) 0.32%

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 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 2, Action 4 Associate teachers $161,946 - 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.

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,291,729	$ 306,493	$ 28,640	$ 213,553	1,840,414	$ 1,257,392	$ 583,022

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	$ 8,110	$ -	$ -	$ -	$ 8,110
2	2	Standards Aligned Core Curriculum	All	$ 3,900	$ -	$ -	$ -	$ 3,900
2	3	Staff Coaching Support	All	$ 140,709	$ -	$ -	$ -	$ 140,709
2	4	Associate teachers (Title I & LCFF S&C)	All	$ 161,946	$ -	$ -	$ 40,487	$ 202,433
2	5	Technology and programs for adaptive intervention programs	All	$ 65,641	$ -	$ -	$ 4,320	$ 69,961
2	6	Formative Assessment Programs	All	$ -	$ -	$ -	$ -	$ -
2	7	LAS Links administration	All	$ 2,000	$ -	$ -	$ -	$ 2,000
2	8	Small class sizes, teacher recruitment & retention (raises & bonuses)	All	$ 98,938	$ -	$ -	$ -	$ 98,938
3	1	Dean of Culture	All	$ 53,386	$ 53,386	$ -	$ 98,046	$ 204,817
3	2	Enrichment Activities and Advisory Curriculum	All	$ 2,000	$ 40,000	$ -	$ -	$ 42,000
3	3	Student Success and Positive Behavior Support	All	$ 5,000	$ 8,000	$ -	$ -	$ 13,000
3	3	Facility Maintanence	All	$ 241,576	$ 186,697	$ -	$ -	$ 428,273
3	4	Admin Support Staff	All	$ 85,024	$ -	$ -	$ 67,200	$ 152,224
4	1	Induction Program	All	$ -	$ 3,500	$ -	$ 3,500	$ 7,000
4	2	Credential Monitoring	All	$ -	$ 14,910	$ -	$ -	$ 14,910
4	3	Highly Qualified teachers	All	$ 421,499	$ -	$ -	$ -	$ 421,499
4	4	Summer Professional Development	All	$ -	$ -	$ 3,640	$ -	$ 3,640
4	5	School Leader Training	All	$ -	$ -	$ 25,000	$ -	$ 25,000

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 1,582,550	$ 490,330	30.98%	0.00%	30.98%	$ 537,730	0.00%	33.98%	**Total:**	$ 537,730
								LEA-wide Total:	$ 537,730
								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	2	ELPAC Administration	Yes	LEA-wide	English Learners	Stockton	$ 2,000	0.00%
2	1	Benchmark Assessments Licenses and Screeners	Yes	LEA-wide	All	Stockton	$ 8,110	0.00%
2	3	Staff Coaching Support	Yes	LEA-wide	All	Stockton	$ 140,709	0.00%
2	4	Associate teachers (Title I & LCFF S&C)	Yes	LEA-wide	All	Stockton	$ 161,946	0.00%
2	5	Technology and programs for adaptive intervention programs	Yes	LEA-wide	All	Stockton	$ 65,641	0.00%
2	8	Small class sizes, teacher recruitment & retention (raises & bonuses)	Yes	LEA-wide	All	Stockton	$ 98,938	0.00%
3	1	Dean of Culture	Yes	LEA-wide	All	Stockton	$ 53,386	0.00%
3	2	Enrichment Activities and Advisory Curriculum	Yes	LEA-wide	All	Stockton	$ 2,000	0.00%
3	3	Student Success and Positive Behavior Support	Yes	LEA-wide	All	Stockton	$ 5,000	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 678,827	$ 744,078

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Systematic ELD and SIOP Teacher Training	No	$ -	
1	2	ELPAC Administration	No	$ 2,000	$ 2,000
2	1	Benchmark Assessments Licenses and Screeners	No	$ 5,290	$ 7,566
2	2	Standards Aligned Core Curriculum	No	$ 19,130	$ 12,998
2	3	Staff Coaching Support	Yes	$ 136,298	$ 126,808
2	4	Associate teachers (Title I)	Yes	$ 66,782	$ 86,552
2	5	Technology and programs for adaptive intervention programs	No	$ 48,516	$ 36,556
2	6	Formative Assessment Programs	No	$ -	
2	7	LAS Links administration	No	$ 2,000	$ 1,194
2	8	Small class sizes, teacher recruitment & retention	Yes	$ 95,191	$ 143,276
3	1	Parent Liaison	Yes	$ 52,965	$ 52,668

3	2	Enrichment Activities and Advisory Curriculum	No	$ 3,250	$ 760
4	1	Induction Program	No	$ 7,000	$ -
4	3	Highly Qualified teachers	No	$ 233,205	$ 271,163
4	4	Summer Professional Development	No	$ 2,200	$ 2,182
4	5	School Leader Training	No	$ 5,000	$ 355

2022-23 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)
$ 269,698	$ 297,810	$ 288,023	$ 9,787	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)
2	3	Staff Coaching Support	Yes	$ 136,298	$ 126,808	0.00%	0.00%
2	4	Associate teachers (Title I)	Yes	$ 13,356	$ 13,356	0.00%	0.00%
2	8	Small class sizes, teacher recruitment & retention	Yes	$ 95,191	$ 95,191	0.00%	0.00%
3	1	Parent Liaison	Yes	$ 52,965	$ 52,668	0.00%	0.00%

2022-23 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)
$ 873,573	$ 269,698	0.00%	30.87%	$ 288,023	0.00%	32.97%	$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

Resolution: Short-Term Loan Agreement between Voices College-Bound Language Academy and Voices College-Bound Language Academy at Mt. Pleasant

Section: IV. Finance/Budget
Item: B. 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 Loan Documents for Board - June 2023 (FS to MP).pdf

LOAN AGREEMENT

This LOAN AGREEMENT ("Agreement"), dated as of June 29, 2023, 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 2023-2024 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 $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: _____

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Loan Summary

Loan Amount:	$650,000.00	Number of Payments:	12
Annual Interest Rate:	1.0000%	Periodic Payment:	$1,000.00
Loan Date:	06/29/2023	1st Payment Due:	08/01/2023
Payment Frequency:	Monthly	Last Payment Due:	07/01/2024
Total Interest Due:	$6,511.19	Total All Payments:	$656,511.19

Payment Schedule

#/Year	Date	Payment	Interest	Principal	Balance
Loan:	06/29/2023	0.00	0.00	0.00	650,000.00
1:1	08/01/2023	1,000.00	577.81	422.19	649,577.81
2:1	09/01/2023	1,000.00	541.31	458.69	649,119.12
3:1	10/01/2023	1,000.00	540.93	459.07	648,660.05
4:1	11/01/2023	1,000.00	540.55	459.45	648,200.60
5:1	12/01/2023	1,000.00	540.17	459.83	647,740.77
	2023 Totals:	*5,000.00*	*2,740.77*	*2,259.23*	
	Running Totals:	*5,000.00*	*2,740.77*	*2,259.23*	
6:1	01/01/2024	1,000.00	539.78	460.22	647,280.55
7:1	02/01/2024	1,000.00	539.40	460.60	646,819.95
8:1	03/01/2024	1,000.00	539.02	460.98	646,358.97
9:1	04/01/2024	1,000.00	538.63	461.37	645,897.60
10:1	05/01/2024	1,000.00	538.25	461.75	645,435.85
11:1	06/01/2024	1,000.00	537.86	462.14	644,973.71
12:1	07/01/2024	645,511.19	537.48	644,973.71	0.00
	2024 Totals:	*651,511.19*	*3,770.42*	*647,740.77*	
	Running Totals:	*656,511.19*	*6,511.19*	*650,000.00*	

Coversheet

Resolution: Short-Term Loan Agreement between Voices College-Bound Language Academy and Voices College-Bound Language Academy at Stockton

Section: IV. Finance/Budget
Item: C. 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 Loan Documents for Board - June 2023 (FS to ST).pdf

LOAN AGREEMENT

This LOAN AGREEMENT ("Agreement"), dated as of June 29, 2023, 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 2023-2024 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:

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: _____

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Loan Summary

Loan Amount:	$150,000.00	Number of Payments:	12
Annual Interest Rate:	1.0000%	Periodic Payment:	$200.00
Loan Date:	06/29/2023	1st Payment Due:	08/01/2023
Payment Frequency:	Monthly	Last Payment Due:	07/01/2024
Total Interest Due:	$1,504.28	Total All Payments:	$151,504.28

Payment Schedule

#/Year	Date	Payment	Interest	Principal	Balance
Loan:	06/29/2023	0.00	0.00	0.00	150,000.00
1:1	08/01/2023	200.00	133.34	66.66	149,933.34
2:1	09/01/2023	200.00	124.94	75.06	149,858.28
3:1	10/01/2023	200.00	124.88	75.12	149,783.16
4:1	11/01/2023	200.00	124.82	75.18	149,707.98
5:1	12/01/2023	200.00	124.76	75.24	149,632.74
	2023 Totals:	*1,000.00*	*632.74*	*367.26*	
	Running Totals:	*1,000.00*	*632.74*	*367.26*	
6:1	01/01/2024	200.00	124.69	75.31	149,557.43
7:1	02/01/2024	200.00	124.63	75.37	149,482.06
8:1	03/01/2024	200.00	124.57	75.43	149,406.63
9:1	04/01/2024	200.00	124.51	75.49	149,331.14
10:1	05/01/2024	200.00	124.44	75.56	149,255.58
11:1	06/01/2024	200.00	124.38	75.62	149,179.96
12:1	07/01/2024	149,304.28	124.32	149,179.96	0.00
	2024 Totals:	*150,504.28*	*871.54*	*149,632.74*	
	Running Totals:	*151,504.28*	*1,504.28*	*150,000.00*	

Coversheet

Resolution: Financial Support for Voices College-Bound Language Academy at WCC

Section:	IV. Finance/Budget
Item:	D. Resolution: Financial Support for Voices College-Bound Language Academy at WCC
Purpose:	Vote
Submitted by:	
Related Material:	Voices-Board Resolution for WCC Financial Support-20230629.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 29th, 2023. 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 West Contra Costa County ("Voices WCC") since it opened in September 2018 in Richmond, California under the authorization of the West Contra Costa Unified School District; and

WHEREAS, Voices WCC has continued to grow 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 three years has reduced the anticipated student enrollment in the school, which directly impacts the school's budget and plan to reach financial scale; and

WHEREAS, the school is occupying a facility with a lease that requires accounting for "deferred rent," a non-cash expense that adversely affects the annual operating income in 2023-24; 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.

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 2023-24 school year, or a revised amount based on the school's needs as assessed at the close of the fiscal year: $300,000.

Section 3. The Finance Committee of the Board will work with the Corporation leadership to restructure the Voices WCC school budget as needed to preserve programmatic integrity and excellence while reducing the need for supplemental financial support for the 2024-25 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.

/ / / 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 Academies, which was duly and regularly held on the 29th day of June 2023, 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 _____, 2023.

_____
Secretary of the Board of Directors of
Voices College-Bound Language Academies

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Coversheet

2023-24 Budget – Review, discussion and approval of budget for the 23-24 school year (each school separately)

Section: IV. Finance/Budget
Item: E. 2023-24 Budget – Review, discussion and approval of budget for the 23-24 school year (each school separately)
Purpose: Vote
Submitted by:
Related Material: FY24 Board Budget Presentation-Voices-20230629.pdf

Voices College-Bound Language Academies

FY24 Budget Development

DENA KOREN, JOSH KEMP, EBONI WILLIAMS

JUNE 29, 2023

Voices
College-Bound Language Academies

edtec
Charter School Specialists
BUSINESS • OPERATIONS • PERFORMANCE

Contents

1. Budget Summary

2. State Budget
   A. Governor's .vs. Legislature's budget
   B. One-time funding usage

3. 3-Year School Budget Projections

Budget Summary

Budget includes enrollment growth, continuing one-time funding

		Flagship	Morgan Hill	Mt. Pleasant	WCC	Stockton
		Projected Budget	Projected Budget	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	4,884,597	3,795,792	4,338,984	4,024,632	2,072,880
	Federal Revenue	575,640	573,422	481,428	250,724	309,719
	Other State Revenues	1,668,592	1,446,820	1,532,116	1,600,810	850,548
	Local Revenues	16,000	12,870	13,260	98,175	6,000
	Fundraising and Grants	35,000	28,000	45,000	340,000	103,000
	Total Revenue	**7,179,828**	**5,856,904**	**6,410,788**	**6,314,341**	**3,342,147**
Expenses	Compensation and Benefits	3,615,591	2,767,880	2,826,984	3,002,481	1,572,937
	Books and Supplies	470,111	481,874	504,942	432,415	273,819
	Services and Other Operating	2,459,736	2,805,117	3,098,621	2,851,600	1,456,769
	Depreciation	183,819	12,578	4,267	13,160	-
	Other Outflows	62,639	-	-	707	662
	Total Expenses	**6,791,895**	**6,067,450**	**6,434,813**	**6,300,363**	**3,304,187**
	Operating Income	**387,933**	**(210,545)**	**(24,025)**	**13,978**	**37,960**
	Beginning Balance (Audited)	3,570,137	2,974,180	1,120,536	1,850,726	263,785
	Operating Income	387,933	(210,545)	(24,025)	13,978	37,960
Ending Fund Balance (incl. Depreciation)		**3,958,070**	**2,763,635**	**1,096,511**	**1,864,704**	**301,745**
Ending Fund Balance as % of Expenses		**58.3%**	**45.5%**	**17.0%**	**29.6%**	**9.1%**

Budget Proposal – Governor vs. Legislature





LCFF	
8.22% COLA	8.22% COLA
FY23 Arts, Music, and Instructional Materials Block Grant	
50% reduction of original entitlement	6% cut from original entitlement
FY23 Learning Recovery Emergency Block Grant	
32% reduction of original entitlement	6% cut from original entitlement
Expanded Learning Opportunities Program	
Extends spend-by date for FY22-23 funds	No change
FY24 One-Time Recruiting Block Grant	
No funds for recruitment	No funding (removed from previous version)

Legislative plans call for less cuts to one-time funding

One-Time Funding Usage in FY24 Budget Draft

Stimulus funds and state grants providing needed funding to sites

	Flagship	MH	MP	WCC	Stockton
Educator Effectiveness	$25,300	$15,450	$19,800	$13,450	$5,700
ESSER III	$307,377	$200,000	$163,172	-	$26,872
Learning Recovery	$150,063	$212,047	-	$91,854	$26,819
Arts, Music, Instructional Materials	$71,594	$52,153	-	$39,287	$12,409
CSI Grant	-	-	-	-	$165,246
Total	$554,334	$479,650	$182,972	$144,591	$237,046

Primarily using one-time grants to maintain staffing & resources for school stability and rebuilding

3-Year Budget Projection: Flagship

Enrollment & attendance increase; bringing SpEd services in house

		2022-23	2023-24	2024-25	2025-26
		Current Forecast	Proposed Budget	*Projection*	*Projection*
Revenue	LCFF Entitlement	4,617,194	4,884,597	*5,645,225*	*6,355,619*
	Federal Revenue	898,946	575,640	*302,941*	*335,714*
	Other State Revenues	1,542,717	1,668,592	*1,724,862*	*1,787,732*
	Local Revenues	16,610	16,000	-	-
	Fundraising and Grants	15,000	35,000	*35,000*	*35,000*
	Total Revenue	**7,090,467**	**7,179,829**	***7,708,028***	***8,514,065***
Expenses	Compensation and Benefits	2,993,603	3,615,591	*4,076,749*	*4,207,837*
	Books and Supplies	326,027	470,111	*507,165*	*539,178*
	Services and Other Operating Expenditures	2,620,463	2,459,736	*2,653,138*	*2,856,500*
	Depreciation	184,856	183,819	*181,745*	*181,467*
	Other Outflows	65,104	62,639	*63,265*	*63,898*
	Total Expenses	**6,190,053**	**6,791,896**	***7,482,062***	***7,848,880***
	Operating Income	**900,414**	**387,933**	***225,966***	***665,185***
	Beginning Balance (Audited)	2,669,724	3,570,137	*3,958,070*	*4,184,037*
	Operating Income	900,414	387,933	*225,966*	*665,185*
Ending Fund Balance (incl. Depreciation)		**3,570,138**	**3,958,070**	***4,184,036***	***4,849,222***
Ending Fund Balance as % of Expenses		**57.7%**	**58.3%**	***55.9%***	***61.8%***

3-Year Budget Projection: Morgan Hill

Final year of 3 sites; fund balance drawn on until new building

		2022-23	2023-24	2024-25	2025-26
		Current Forecast	Proposed Budget	Projection	Projection
Revenue	LCFF Entitlement	2,910,178	3,795,792	4,764,576	5,389,131
	Federal Revenue	497,325	573,422	413,060	438,556
	Other State Revenues	1,719,337	1,446,820	2,100,517	2,023,318
	Local Revenues	3,143	12,870	-	-
	Fundraising and Grants	27,600	28,000	28,000	28,000
	Total Revenue	**5,157,582**	**5,856,904**	**7,306,153**	**7,879,005**
Expenses	Compensation and Benefits	2,354,182	2,767,880	3,304,493	3,611,012
	Books and Supplies	421,710	481,874	547,441	590,983
	Services and Other Operating Expenditures	2,761,080	2,805,117	3,324,664	3,401,862
	Depreciation	12,578	12,578	12,578	11,201
	Other Outflows	-	-	-	-
	Total Expenses	**5,549,549**	**6,067,450**	**7,189,176**	**7,615,057**
	Operating Income	**(391,968)**	**(210,545)**	**116,977**	**263,947**
	Beginning Balance (Audited)	3,366,148	2,974,180	2,763,635	2,880,612
	Operating Income	(391,968)	(210,545)	116,977	263,947
Ending Fund Balance (incl. Depreciation)		**2,974,180**	**2,763,635**	**2,880,612**	**3,144,559**
Ending Fund Balance as % of Expenses		**53.6%**	**45.5%**	**40.1%**	**41.3%**

3-Year Budget Projection: Mount Pleasant

Modest enrollment growth; decrease in state one-time funding

		2022-23	2023-24	2024-25	2025-26
		Current Forecast	Proposed Budget	*Projection*	*Projection*
Revenue	LCFF Entitlement	3,183,061	4,338,984	*5,172,816*	*5,758,835*
	Federal Revenue	509,799	481,428	*342,103*	*358,894*
	Other State Revenues	1,909,695	1,532,116	*1,777,145*	*1,941,691*
	Local Revenues	348	13,260	-	-
	Fundraising and Grants	25,000	45,000	*45,000*	*45,000*
	Total Revenue	**5,627,903**	**6,410,788**	*7,337,064*	*8,104,420*
Expenses	Compensation and Benefits	2,164,220	2,826,984	*3,309,497*	*3,607,594*
	Books and Supplies	308,517	504,942	*556,354*	*595,039*
	Services and Other Operating Expenditures	2,780,074	3,098,621	*2,972,151*	*3,230,534*
	Depreciation	4,267	4,267	*4,267*	*4,267*
	Other Outflows	-	-	-	-
	Total Expenses	**5,257,078**	**6,434,813**	*6,842,270*	*7,437,435*
	Operating Income	**370,825**	**(24,025)**	*494,794*	*666,985*
	Beginning Balance (Audited)	749,711	1,120,536	*1,096,511*	*1,591,304*
	Operating Income	370,825	(24,025)	*494,794*	*666,985*
Ending Fund Balance (incl. Depreciation)		**1,120,536**	**1,096,511**	*1,591,304*	*2,258,289*
Ending Fund Balance as % of Expenses		**21.3%**	**17.0%**	*23.3%*	*30.4%*

3-Year Budget Projection: WCC

Attendance increase; expenses increase with expanding school

		2022-23	2023-24	2024-25	2025-26
		Current Forecast	Proposed Budget	Projection	Projection
Revenue	LCFF Entitlement	2,667,798	4,024,632	5,267,905	6,270,837
	Federal Revenue	341,578	250,724	290,906	322,177
	Other State Revenues	1,168,343	1,600,810	1,910,492	2,112,533
	Local Revenues	67,560	98,175	107,460	123,660
	Fundraising and Grants	23,000	340,000	40,000	40,000
	Total Revenue	**4,268,279**	**6,314,341**	**7,616,763**	**8,869,207**
Expenses	Compensation and Benefits	2,036,652	3,002,481	3,547,445	3,959,960
	Books and Supplies	292,552	432,415	522,663	595,513
	Services and Other Operating Expenditures	2,158,046	2,851,600	3,278,314	3,652,091
	Depreciation	13,160	13,160	13,160	13,160
	Other Outflows	1,600	707	-	-
	Total Expenses	**4,502,009**	**6,300,363**	**7,361,583**	**8,220,723**
	Operating Income	**(233,730)**	**13,978**	**255,181**	**648,484**
	Beginning Balance (Audited)	2,084,456	1,850,726	1,864,704	2,119,884
	Operating Income	(233,730)	13,978	255,181	648,484
Ending Fund Balance (incl. Depreciation)		**1,850,726**	**1,864,704**	**2,119,884**	**2,768,368**
Ending Fund Balance as % of Expenses		**41.1%**	**29.6%**	**28.8%**	**33.7%**

3-Year Budget Projection: Stockton

Steady enrollment growth and state funding support stable budget

		2022-23	2023-24	2024-25	2025-26
		Current Forecast	Proposed Budget	Projection	Projection
Revenue	LCFF Entitlement	1,160,965	2,072,880	3,221,364	4,478,916
	Federal Revenue	203,594	309,719	170,194	200,250
	Other State Revenues	416,337	850,548	1,120,293	1,383,549
	Local Revenues	2,626	6,000	-	-
	Fundraising and Grants	558,000	103,000	3,000	3,000
	Total Revenue	**2,341,522**	**3,342,147**	**4,514,850**	**6,065,714**
Expenses	Compensation and Benefits	1,029,671	1,572,937	1,940,706	2,652,936
	Books and Supplies	230,742	273,819	361,331	458,557
	Services and Other Operating Expenditures	916,018	1,456,769	1,760,239	2,357,430
	Depreciation	-	-	-	-
	Other Outflows	894	662	423	185
	Total Expenses	**2,177,325**	**3,304,187**	**4,062,699**	**5,469,108**
	Operating Income	**164,197**	**37,960**	**452,151**	**596,606**
	Beginning Balance (Audited)	99,588	263,785	301,745	753,896
	Operating Income	164,197	37,960	452,151	596,606
Ending Fund Balance (incl. Depreciation)		**263,785**	**301,745**	**753,896**	**1,350,502**
Ending Fund Balance as % of Expenses		**12.1%**	**9.1%**	**18.6%**	**24.7%**

Coversheet

Cash Management Services Resolutions for Voices College-Bound Language Academies

Section: IV. Finance/Budget
Item: F. Cash Management Services Resolutions for Voices College-Bound Language Academies
Purpose: Vote
Submitted by:
Related Material: Vices College-Bound CM Resolution.pdf

HERITAGE
BANK OF COMMERCE

Cash Management Services Resolutions
for
Voices College-Bound Language Academies ("Company")

I/we, the undersigned ("Undersigned"), herby certify to Heritage Bank of Commerce ("Bank") that the undersigned am/are the individual owner of the sole proprietorship, or the secretary or assistant secretary of the corporation, or all the general partners, or all the members (if management is by members), or all the managers (if management is by the managers), or all the representatives of the governing body of the Company, and designated keeper of the records and minutes of the Company;

WHEREAS, the following is a true and correct copy of Company Resolutions duly adopted by the Board of Directors (if a corporation), the partners (if a partnership), members/managers (if a limited liability company), proprietor (if a sole proprietorship) or other governing authority of the Company at a meeting held on the _____ day of _____, 20___, at which a quorum was present and acting throughout, or adopted by the written consent of a majority of those entitled or required to act to bind the Company, and that such Company Resolutions are in full force and effect and have not been amended, modified or repealed;

WHEREAS, the Company has reviewed and approved the Heritage Bank of Commerce Cash Management Services Agreement and Disclosure, together with the Enrollment Form and any supporting documents, corresponding exhibits, schedules or attachments to the same (collectively, the "Agreement"), to be entered into by and between the Company and Heritage Bank of Commerce ("Bank");

WHEREAS, defined terms herein will have the meaning provided in the Agreement, unless otherwise defined in these Resolutions; and

WHEREAS, the Company has determined that it is in the best interests of the Company to enter into the Agreement in connection with the services contemplated under the Agreement ("Cash Management Services") and subject to the terms and conditions of the Agreement, as amended from time to time.

NOW, THEREFORE, BE IT RESOLVED AS FOLLOWS:

1. The Company finds that it is in the best interest of the Company to enter into the Agreement, as amended from time to time.

2. The Company appoints all Authorized Users (as identified in the Enrollment Form) as agents of the Company for purposes of access to or use of the Cash Management Services and to initiate Communications to Heritage Bank of Commerce in the name of Company, all such acts and deeds to be the acts and deeds of Company;

3. The Company understands and accepts the additional risks associated with the Company designating an Administrator Level User ("Supervisor") with the authority to enable an Authorized User (and including any Additional Supervisor(s)) to utilize the Cash Management Services, even though the Authorized User may not be an authorized signer on the Company's accounts. Such risks include, without limitation, the theft or misappropriation of the Company's funds or other losses;

4. The Company understands and accepts the additional risk resulting from the Company's acceptance of the Agreement, including but not limited to the fact that Heritage Bank of Commerce will not control or restrict any transaction effected by any of the Authorized Users;

5. The Company authorizes and appoints each of the officers of the Company and any authorized signer on the deposit accounts of the Company, acting individually or together, to execute and deliver the Agreement. Any one or more of the foregoing persons are authorized to negotiate and accept terms and conditions of the Agreement, including current or future amendments or supplements to the Agreement, and to enter into such other agreements, supplements and amendments as they individually or jointly determine to be appropriate, including amendments or supplements;

6. To the extent these Resolutions are inconsistent with prior resolutions of the Company with respect to the authority granted herein, these Resolutions will supersede the prior resolutions; and

7. The authority given above will continue, and the Bank may rely on the actions of any person referred to above, until such time as the Bank is given formal written notice of the revocation of such authority and the Bank has an opportunity to respond to the same. All acts and deeds taken by any person referred to above shall be deemed the act and deed of the Company for all purposes relating to the Agreement and to all services described in the Agreement or provided by the Bank to the Company under the Agreement.

The Undersigned hereby certifies under penalty of perjury under the laws of the state of California that the forgoing resolutions were duly and legally adopted by the governing body of the Company and that said Resolutions have not been revoked and are currently in full force and effect:

Date: _____

/x/ _____

Title: _____

Print Name: _____

DATE: _____

/x/ _____

Title: _____

Print Name: _____

DATE: _____

/x/ _____

Title: _____
Print Name: ____

FOR FINANCIAL INSTITUTION USE ONLY

Acknowledged and received on _____ (date) by _____ (initials) This resolution is superseded by resolution dated _____

Comments:

Coversheet

Verification of Elgibility for Assignment in a Transitational Kindergarten Classroom

Section:	V. Board Business
Item:	A. Verification of Elgibility for Assignment in a Transitational Kindergarten Classroom
Purpose:	Vote
Submitted by:	
Related Material:	Complete_with_DocuSign_FINAL_TK_Eligibility_.pdf Complete_with_DocuSign_FINAL_TK_Eligibility_ (1).pdf

Voices
College-Bound Language Academies

Verification of Eligibility for Assignment in a Transitional Kindergarten Classroom

In accordance with the Education Code section(s) indicated below and the Charter School's *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes* (the "Policy"), the Chief Academic Officer may assign teachers who meet the requirements stated below to transitional kindergarten classrooms. Credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015 must, by August 1, 2023, satisfy one of the qualification pathways described below according to the standards identified for confirming the teacher's qualifications.

Teacher Name: ALMA ALMANZA

Existing Credential Type(s): Multiple Subject Preliminary with bilingual authorization

School Year of Assignment: 2023-2024

School of Assignment: Voices College Bound Language Academy at Morgan Hill

Qualification Under Education Code Section 48000(g)(4)(A)

Qualification based on completion of sufficient coursework in the subject to be taught

☐ (Check if applicable)

[The below table should be duplicated for each educational institution from which credits are claimed for purposes of satisfying the requirements under Section 48000(g)(4)(A).]

Name of Educational Institution	
Institution Type (must check one)	☐ University of California ☐ California State University ☐ California Community Colleges ☐ Independent institutions of higher education ☐ nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both ☐ formed as a California nonprofit corporations in this state ☐ accredited by an agency recognized by the United States Department of Education. Specify _____.
Transcript Review (must check)	☐ Completed review of an official transcript issued to the above teacher ☐ Transcript is attached to this verification

Qualifying Courses (repeat for each qualifying course)	Course Department: Course Name: _____ Course Subject: ☐ Childhood Development ☐ Early Childhood Education Units Course Units: _____ ☐ Semester Units ☐ Quarter Units Course Grade: _____ (Must be a passing grade) ☐ Documentation of course content is attached to this verification (if course content is not evident from transcript)
Unit Total	

Units must add up to 24 semester units or 36 quarter units (unless a different conversion is appropriate based on the credit standards of the granting educational institution, and conversion documentation is attached to this verification.)

Qualification Under Education Code Section 48000(g)(4)(B)

Qualification based on Professional Experience

☑ (Check if applicable)

[The below table should be duplicated for each employer that provided work experience for purposes of qualification under Section 48000(g)(4)(B).]

Name of Employer:	Voices College Bound Language Academy at Morgan Hill
Employer Address:	17740 Peak Ave., Morgan Hill, CA 95037
Role:	☑ Lead teacher ☐ Co-teacher
Dates of Employment:	**08/30/2019 - 06/15/2023**
Age(s) of prekindergarten students taught in a classroom setting (check all that apply)	☐ 3-year-olds ☑ 4-year-olds
Weekly schedule/hours applicable of experience working with prekindergarten students:	30-hrs week
Weekly hours of preparation for working with prekindergarten students:	5-10 hours weekly (includes intellectual preparation, data review, time before or after school and training)
Verification of services and dates of employment working with prekindergarten students	☑ Reviewed resume/CV (attach resume/CV to this verification)

	Verified prior employment via ☐ Telephone Date: _____ Name: _____ ☐ Written communication (attach to this verification) ☑ Other: _____
Verification of comparability of 24 semester units of experience (1,152 classroom hours)	☑ One academic year of full-time experience or more ☐ Other: _____
Evidence of competency working with preschool age children (check all that apply)	☐ Performance reviews (include in personnel file) ☐ Letters or statements of reference (include in personnel file) ☐ Observations (include in personnel file) ☐ Lesson plan reviews (include in personnel file) ☐ Familiarity with California Preschool Learning Foundations (include in personnel file) ☐ Interviews with the teacher to assess their familiarity with early childhood education and child development principles and best practices (include in personnel file) Describe/summarize evidence of competency: _____ _____ _____ _____ _____ _____ _____

If teacher has fewer than 1,152 hours of classroom experience with 3 and/or 4 year olds, the hours requirement may be reduced by 48 hours for each semester credit hour of college coursework in early childhood education or childhood development. Complete the table below to account for any applicable coursework.

Name of Educational Institution	
Institution Type (must check one)	☐ University of California ☐ California State University ☐ California Community Colleges

	☐ Independent institutions of higher education ☐ nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both ☐ formed as a California nonprofit corporations in this state ☐ accredited by an agency recognized by the United States Department of Education. Specify _____.
Transcript Review (must check)	☐ Completed review of an official transcript issued to the above teacher ☐ Transcript is attached to this verification
Qualifying Courses (repeat for each qualifying course)	Course Department: Course Name: _____ Course Subject: ☐ Childhood Development ☐ Early Childhood Education Units Course Units: _____ ☐ Semester Units ☐ Quarter Units Course Grade: _____ (Must be a passing grade) ☐ Documentation of course content is attached to this verification (if course content is not evident from transcript)
Unit Total	

<u>Qualification Under Education Code Section 48000(g)(4)(C)</u>

Qualification based on a child development teacher permit, or an early childhood education specialist credential

☐ (Check if applicable)

Teacher possesses a qualifying document (check one):	☐ Child development teacher permit (copy attached) ☐ Early childhood education specialist credential (copy attached)
Date issued:	
Expiration date:	

Verification of Chief Academic Officer
(Check statement as applicable)

☐ **Qualification Under Education Code Section 48000(g)(4)(A):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] has completed at least 24 units in early childhood education, or childhood development, or both.

☑ **Qualification Under Education Code Section 48000(g)(4)(B):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, Alma Almanza has attained professional experience in a classroom setting with preschool age children that is comparable to 24 units of early childhood education, or childhood development, or both. I recommend that the Board adopt a resolution finding the same.

☐ **Qualification Under Education Code Section 48000(g)(4)(C):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] possesses a valid child development teacher permit or an early childhood education specialist credential.

Signed: _____ Date: _____
Chief Academic Officer

Voices
College-Bound Language Academies

Board Resolution

WHEREAS, Voices College-Bound Language Academy at Morgan Hill (the "Charter School"), has a need to assign a teacher to teach transitional kindergarten students in the 2023-24 school year; and

WHEREAS, Education Code Section 480000(g)(4) requires, as a condition of claiming apportionment for transitional kindergarten students, that charter schools must ensure that each teacher assigned to teach in a transitional kindergarten classroom must possess the specialized qualifications provided in Education Code Section 48000(g)(4); and

WHEREAS, Education Code Section 48000(g)(4)(B) provides that a teacher may be assigned to teach in a transitional kindergarten setting where "[a]s determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in [Section 48000(g)(4)(A)];" and

WHEREAS, the Board established criteria pursuant to Education Code Section 48000(g)(4)(B) through its *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes;* and

WHEREAS, the Charter School's Chief Academic Officer has recommended that Alma Almanza be assigned to teach transitional kindergarten students at the Charter School based on their prior professional experience; and

WHEREAS, the Board has reviewed the documentation attached as **Exhibit 1** identifying Alma Almanza's professional experience in a classroom setting with preschool age children in accordance with the Board's criteria;

NOW THEREFORE IT IS RESOLVED THAT the Board determines that Alma Almanza possesses professional experience in a classroom setting with preschool age children meeting the criteria established by the Board that is comparable to the 24 units of education described in Education Code Section 48000(g)(4)(A).

ADOPTED by the Board at a regular meeting on June 29, 2023.

I, Servando Sandoval, am the Chair of the Board of the Charter School. I hereby certify that the foregoing is a true copy of a resolution duly and legally adopted by the Board on June 29, 2023 and that this Resolution has not been revoked.

Date:_____ _____

Servando Sandoval
Board of Directors

Alma Martinez

San Jose, CA 95037 | Martinez.mirella.a@gmail.com | (408) 309-2701

OBJECTIVE Credential for teaching

EDUCATION

M.A in **Teaching- Multiple Subject program** **May 2022**
Santa Clara Univeristy, Santa Clara, CA

B.S. in **Studio Practice Prep. For Teaching** **May 2018**
San Jose State University, San Jose, CA
Coursework Includes:

- A broad foundation in contemporary art, specialized courses in teaching art education approved by California Commission on Teacher Credentialing (CCTC) for young people.

PROJECTS

- Multicultural Lesson Plan: Created my own lesson plans for students ranging from 3rd -12th grade that appropriately teaches other cultures and aligns with the Framework
- Lesson Plan: Created own lesson plan that follows a VAPA curriculum standard from the Framework and Eureka Math
- Observation: Observed a High School Art class for 40hrs as they worked on projects that meet the basic standards of art

EXPERIENCE

TK-K Teacher – *Voices College Bound Academy,* Morgan Hill, CA **Aug. 2019 – Currently**

- Plan daily lesson plans for multiple subject
- Full academic responsibility
- Overlook associate teacher to work with students based on data

After School Instructor –*Catholic Charities Coral Division,* San Jose, CA **Nov. 2016-Currently**

- Mentor and Tutor Young Scholars
- Plan daily Activities and literacy
- Prepare Science, Technology, Engineer, Art, and Math (S.T.E.A.M) based activities
- Coach for Honestly, Inspiration, Teamwork, Sportsmanship (H.I.T.S) Tennis program

ORGANIZATIONS

Fundraising – *Lambda Theta Alpha Latin Sorority, Inc.,* San Jose State University, **Fall 2016- Dec 2017**

- Planned and hosted profitable events to increase chapter funds
- Allocated percentage of funds to go to philanthropic organizations to benefit the community
- Reported all finances to treasure for proper documentation and reimbursements

Recruitment and Retention **Fall 2015- Spring 2017**

- Created social events for San Jose State Students
- Provided and presented informational workshops to inform our community
- Overlooked all social events to make sure it went according to plan

SKILLS

- Languages: Fluent in English and Spanish
- Fast learner, Hard worker, dedicated, ability to adapt to any given situation
- CPR and first aid certified

TRAINING

- The Nine Temperament traits- CalSAC
- Overview of inclusion & Disabilities – Santa Clara County Office of Education
- Building a classroom community CalSAC
- “A” is for Ally- California Department of Education

References available upon request

Voices
College-Bound Language Academies

Verification of Eligibility for Assignment in a Transitional Kindergarten Classroom

In accordance with the Education Code section(s) indicated below and the Charter School's *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes* (the "Policy"), the Chief Academic Officer may assign teachers who meet the requirements stated below to transitional kindergarten classrooms. Credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015 must, by August 1, 2023, satisfy one of the qualification pathways described below according to the standards identified for confirming the teacher's qualifications.

Teacher Name: ANGELICA RODRIGUEZ

Existing Credential Type(s): Multiple Subject PIP with bilingual authorization

School Year of Assignment: 2023-2024

School of Assignment: Voices College Bound Language Academy at West Contra Costa

Qualification Under Education Code Section 48000(g)(4)(A)

Qualification based on completion of sufficient coursework in the subject to be taught

☐ (Check if applicable)

[The below table should be duplicated for each educational institution from which credits are claimed for purposes of satisfying the requirements under Section 48000(g)(4)(A).]

Name of Educational Institution	
Institution Type (must check one)	☐ University of California ☐ California State University ☐ California Community Colleges ☐ Independent institutions of higher education ☐ nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both ☐ formed as a California nonprofit corporations in this state ☐ accredited by an agency recognized by the United States Department of Education. Specify
Transcript Review (must check)	☐ Completed review of an official transcript issued to the above teacher

	☐ Transcript is attached to this verification
Qualifying Courses (repeat for each qualifying course)	Course Department: Course Name: _____ Course Subject: ☐ Childhood Development ☐ Early Childhood Education Units Course Units: _____ ☐ Semester Units ☐ Quarter Units Course Grade: _____ (Must be a passing grade) ☐ Documentation of course content is attached to this verification (if course content is not evident from transcript)
Unit Total	

Units must add up to 24 semester units or 36 quarter units (unless a different conversion is appropriate based on the credit standards of the granting educational institution, and conversion documentation is attached to this verification.)

Qualification Under Education Code Section 48000(g)(4)(B)

Qualification based on Professional Experience

☐ (Check if applicable)

[The below table should be duplicated for each employer that provided work experience for purposes of qualification under Section 48000(g)(4)(B).]

Name of Employer:	
Employer Address:	
Role:	☐ Lead teacher ☐ Co-teacher
Dates of Employment:	
Age(s) of prekindergarten students taught in a classroom setting (check all that apply)	☐ 3-year-olds ☐ 4-year-olds
Weekly schedule/hours applicable of experience working with prekindergarten students:	
Weekly hours of preparation for working with prekindergarten students:	
Verification of services and dates of employment working with prekindergarten students	☐ Reviewed resume/CV (attach resume/CV to this verification) Verified prior employment via

	☐ Telephone Date: _____ Name: _____ ☐ Written communication (attach to this verification) ☐ Other: _____
Verification of comparability of 24 semester units of experience (1,152 classroom hours)	☐ One academic year of full-time experience or more ☐ Other: _____
Evidence of competency working with preschool age children (check all that apply)	☐ Performance reviews (include in personnel file) ☐ Letters or statements of reference (include in personnel file) ☐ Observations (include in personnel file) ☐ Lesson plan reviews (include in personnel file) ☐ Familiarity with California Preschool Learning Foundations (include in personnel file) ☐ Interviews with the teacher to assess their familiarity with early childhood education and child development principles and best practices (include in personnel file) Describe/summarize evidence of competency: _____ _____ _____ _____ _____ _____ _____

If teacher has fewer than 1,152 hours of classroom experience with 3 and/or 4 year olds, the hours requirement may be reduced by 48 hours for each semester credit hour of college coursework in early childhood education or childhood development. Complete the table below to account for any applicable coursework.

Name of Educational Institution	
Institution Type (must check one)	☐ University of California ☐ California State University ☐ California Community Colleges ☐ Independent institutions of higher education

	☐ nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both ☐ formed as a California nonprofit corporations in this state ☐ accredited by an agency recognized by the United States Department of Education. Specify _____.
Transcript Review (must check)	☐ Completed review of an official transcript issued to the above teacher ☐ Transcript is attached to this verification
Qualifying Courses (repeat for each qualifying course)	Course Department: Course Name: _____ Course Subject: ☐ Childhood Development ☐ Early Childhood Education Units Course Units: _____ ☐ Semester Units ☐ Quarter Units Course Grade: _____ (Must be a passing grade) ☐ Documentation of course content is attached to this verification (if course content is not evident from transcript)
Unit Total	

Qualification Under Education Code Section 48000(g)(4)(C)

Qualification based on a child development teacher permit, or an early childhood education specialist credential

☑ (Check if applicable)

Teacher possesses a qualifying document (check one):	☑ Child development teacher permit (copy attached) ☐ Early childhood education specialist credential (copy attached)
Date issued:	06/16/2020
Expiration date:	07/01/2025

Voices
College-Bound Language Academies

Verification of Chief Academic Officer
(Check statement as applicable)

☐ **Qualification Under Education Code Section 48000(g)(4)(A):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] has completed at least 24 units in early childhood education, or childhood development, or both.

☐ **Qualification Under Education Code Section 48000(g)(4)(B):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] has attained professional experience in a classroom setting with preschool age children that is comparable to 24 units of early childhood education, or childhood development, or both. I recommend that the Board adopt a resolution finding the same.

☑ **Qualification Under Education Code Section 48000(g)(4)(C):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, Angelica Rodriguez possesses a valid child development teacher permit or an early childhood education specialist credential.

Signed: _____ Date: _____
Chief Academic Officer

Voices
College-Bound Language Academies

Board Resolution

WHEREAS, Voices College-Bound Language Academy at Morgan Hill (the "Charter School"), has a need to assign a teacher to teach transitional kindergarten students in the 2023-24 school year; and

WHEREAS, Education Code Section 480000(g)(4) requires, as a condition of claiming apportionment for transitional kindergarten students, that charter schools must ensure that each teacher assigned to teach in a transitional kindergarten classroom must possess the specialized qualifications provided in Education Code Section 48000(g)(4); and

WHEREAS, Education Code Section 48000(g)(4)(B) provides that a teacher may be assigned to teach in a transitional kindergarten setting where "[a]s determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in [Section 48000(g)(4)(A)];" and

WHEREAS, the Board established criteria pursuant to Education Code Section 48000(g)(4)(B) through its *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes;* and

WHEREAS, the Charter School's Chief Academic Officer has recommended that Angelica Rodriguez be assigned to teach transitional kindergarten students at the Charter School based on their prior professional experience; and

WHEREAS, the Board has reviewed the documentation attached as **Exhibit 1** identifying Angelica Rodriguez's professional experience in a classroom setting with preschool age children in accordance with the Board's criteria;

NOW THEREFORE IT IS RESOLVED THAT the Board determines that Angelica Rodriguez possesses professional experience in a classroom setting with preschool age children meeting the criteria established by the Board that is comparable to the 24 units of education described in Education Code Section 48000(g)(4)(A).

ADOPTED by the Board at a regular meeting on June 29, 2023.

I, Servando Sandoval, am the Chair of the Board of the Charter School. I hereby certify that the foregoing is a true copy of a resolution duly and legally adopted by the Board on June 29, 2023 and that this Resolution has not been revoked.

Date:_____ _____

Servando Sandoval
Board of Directors

To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

Educator Information:

Last Name:	RODRIGUEZ
First Name:	ANGELICA
Middle Name:	MARIA

Document Information:

Document Number:	200123569
Document Title:	Child Development Site Supervisor Permit
Term:	
Status:	Valid
Issue Date:	6/16/2020
Expiration Date:	7/1/2025
Original Issue Date:	5/8/2015
Grade:	
Special Grade:	
SB1969 (Title 5 §80487):	

Authorization / Subjects

Authorization Code	Authorization Description	Subject Code	Subject Description
12E	This permit authorizes the holder to supervise a child care and development program operating at a single site, provide service in the care, development, and instruction of children in a child care and development program, and serve as a coordinator of curriculum and staff development in a child care and development program.	NONE	

Renewal Requirements

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

Renewal Code	Renewal Description	Additional Description
12	To renew this permit for an additional five-year period, the holder must complete a minimum of 105 clock hours of planned and approved professional growth activities as described in "The California Professional Growth Manual for Child Development Permits".	
NONE		

Employment Restrictions

Coversheet

Periodic review of Voices ESSER III Safe Return to In-person Instruction and Continuity of Services Plan for Voices FS, MP, MH, WCC, and ST

Section: V. Board Business
Item: B. Periodic review of Voices ESSER III Safe Return to In-person Instruction and Continuity of Services Plan for Voices FS, MP, MH, WCC, and ST
Purpose: FYI
Submitted by:
Related Material:
Confirmation - ESSER III Assurances (CA Dept of Education) - FS.pdf
Voices Academies ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan_ Revised January 2022.pdf

ESSER III Assurances

ESSER III was allocated through the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 to assist local educational agencies respond to the 2019 Novel Coronavirus.

Submission Confirmation

Voices College-Bound Language Academy (CDS Code **43694500113662**) successfully completed submission for ESSER III funds on **6/24/2021 1:18:55 PM**.
You may print a copy of this confirmation for your records.

- As a reminder, you are required to create and post a Safe Return to In-Person Instruction and Continuity of Services plan within 30 days of your submittal of these assurances. Additional information about the plan, including how to use an existing plan, is available at: https://www.cde.ca.gov/fg/cr/arpact.asp.
- As a reminder, you are required to develop an ESSER III Expenditure plan by September 30, 2021. Additional information about the Expenditure plan is available at: https://www.cde.ca.gov/fg/cr/arpact.asp.

ESSER III Home
ESSER III search

Voices College-Bound Language Academy

Contact Information

- **If your DUNS number is blank or incorrect, then**
  - please work with your CDS coordinator to update or revise your information. Your CDS coordinator can be found on your LEA's profile on the California School Directory at https://www.cde.ca.gov/schooldirectory.
  - please contact the Charter Schools Division at charters@cde.ca.gov.

LEA:
Voices College-Bound Language Academy
DUNS Number:
800405388
First Name:
Dena
Last Name:

Koren
Job Title:
Finance Consultant, EdTec
E-mail:
dena@edtec.com
Telephone:
(312) 860-1827
Question:
What is your favorite sport?
Answer:
Voices

Certification

The checkbox was selected, certifying that I have read the applicable certifications, assurances, terms, and conditions identified on this grant application and I agree to comply with all requirements as a condition of funding.

On behalf of Voices College-Bound Language Academy, I hereby apply to the California Department of Education for ESSER III funds and agree to all of the following assurances:

PART I: General Assurances for Local Educational Agencies (LEAs)

Voices College-Bound Language Academy will comply with the requirements in Section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e):

(1) The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;

(2) The control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

(3) The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each program;

(4) The LEA will make reports to the State agency or board and to the U.S. Secretary of Education, as requested, as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the LEA will maintain such records, including the records required under Section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;

(5) The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of

each program;

(6) Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;

(7) In the case of any project involving construction, the LEA will provide reasonable assurances that–

(A) The project is not inconsistent with overall State plans for the construction of school facilities, and

(B) In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.

(8) The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects;

(9) None of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization. (20 U.S.C. 1232e)

PART II: ESSER III Usage of Funds Assurances

Voices College-Bound Language Academy assures that funds will be used in accordance with section 2001(e) of the American Rescue Plan Act of 2021 (ARP Act). Under that Act, LEAs receiving ESSER III funds under this title may use the funds for any of the following:

(1) Shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and

(2) Shall use the remaining funds for any of the following:

(A) Any activity authorized by the Elementary and Secondary Education Act of 1965.

(B) Any activity authorized by the Individuals with Disabilities Education Act.

(C) Any activity authorized by the Adult Education and Family Literacy Act.

(D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.

(E) Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

(F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

(G) Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.

(H) Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.

(I) Purchasing supplies to sanitize and clean the facilities of a LEA, including buildings operated by such agency.

(J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.

(K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.

(L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.

(M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

(N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the LEA, including by—

(i) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) Implementing evidence-based activities to meet the comprehensive needs of students;

(iii) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) Tracking student attendance and improving student engagement in distance education.

(O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

(P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

The U.S. Department of Education generally does not consider the following to be an allowable use of ESSER III funds, under any part of 2001: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the state educational agency (SEA) or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations.

PART III: Programmatic, Fiscal, and Reporting Assurances

Voices College-Bound Language Academy will comply with all of the accountability, transparency, and reporting requirements that apply to the program, which the Governor has already assured.

(1) ARP Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.

(2) The LEA receiving ESSER III funds will comply with all reporting requirements. The SEA may require additional reporting in the future, which may include: the uses of funds by the LEAs or other entities and demonstration of their compliance with section 2001(e).

(3) The LEA receiving ESSER III funds will comply with Title 2, Code of Federal Regulations, Section 200.305 that requires sub-grantees to remit interest earned on advances to the federal agency.

(4) The LEA receiving ESSER III funds will comply with the Federal Funding Accountability and Transparency Act, as defined in 2 CFR Part 25 (PL 109-282; PL 110-252) regarding the

establishment of a Data Universal Numbering System (DUNS) number and maintaining a current/active registration in the System for Award Management.

(5) Each LEA that receives ESSER III funds must submit to the CDE, no later than September 30, 2021, an expenditure plan that contains any information reasonably required by the CDE.

(A) The plan, and any revisions to the plan submitted consistent with procedures established by the CDE, must describe —

(i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in person learning;

(ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;

(iii) How the LEA will spend its remaining ESSER III funds consistent with section 2001(e) of the ARP Act; and

(iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

(v) Any information reasonably required by the CDE.

(B) In developing its ESSER III plan, an LEA must—

(i) Engage in meaningful consultation—

(a) With stakeholders, including: students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and

(b) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and

(c) Provide the public the opportunity to provide input and take such input into account.

(ii) An LEA's ARP Act ESSER III plan must be—

(a) In an understandable and uniform format;

(b) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;

(c) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and

(d) Be made publicly available on the LEA's website.

(6) An LEA receiving ESSER III shall develop and make publicly available on the LEA's website, not later than 30 days after completing these assurances, a plan for the safe return to in-person instruction and continuity of services.

(A) An LEA must describe in its plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services—

(i) How it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:

(a) Universal and correct wearing of masks.

(b) Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).

(c) Handwashing and respiratory etiquette.

(d) Cleaning and maintaining healthy facilities, including improving ventilation.

(e) Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.

(f) Diagnostic and screening testing.

(g) Efforts to provide vaccinations to school communities.

(h) Appropriate accommodations for children with disabilities with respect to health and safety policies.

(i) Coordination with State and local health officials.

(ii) How it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

(B) During the period of the ESSER III award established in section 2001(a) of the ARP Act, an LEA must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review and, as appropriate, revise its plan for the safe return to in person instruction and continuity of services.

(i) In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account.

(ii) If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations.

(C) If an LEA developed a plan prior to enactment of the ARP Act that meets the statutory requirements of section 2001(i)(1) and (2) of the ARP Act but does not address all the requirements in paragraph (A), the LEA must, pursuant to paragraph (B), revise and post its plan no later than six months after receiving its ESSER III funds to meet the requirements in paragraph (A).

(D) An LEA's plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services must be—

(i) In an understandable and uniform format;

(ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and

(iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent.

(7) As a condition of receiving funds under section 2001 of the ARP Act, a LEA shall not, in fiscal year 2022 or 2023—

(A) Reduce per-pupil funding (from combined State and local funding) for any high-poverty school served by such LEA by an amount that exceeds—

(i) The total reduction in LEA funding (from combined State and local funding) for all schools served by the LEA in such fiscal year (if any); divided by

(ii) The number of children enrolled in all schools served by the LEA in such fiscal year; or

(B) Reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds—

(i) The total reduction in full-time equivalent staff in all schools served by such LEA in such fiscal year (if any); divided by

(ii) The number of children enrolled in all schools served by the LEA in such fiscal year.

(8) Paragraph (7) of this part shall not apply to a LEA in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year:

(A) Such LEA has a total enrollment of less than 1,000 students.

(B) Such LEA operates a single school.

(C) Such LEA serves all students within each grade span with a single school.

(D) Such LEA demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.

PART IV: Other Assurances

Voices College-Bound Language Academy assures that:

(1) The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

(2) With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

(3) Any LEA receiving funding under this program will have on file a set of assurances that meets the requirements of Section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

(4) To the extent applicable, an LEA will include a description of how the LEA will comply with the requirements of Section 427 of GEPA (20 U.S.C. 1228a) in future reports. The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

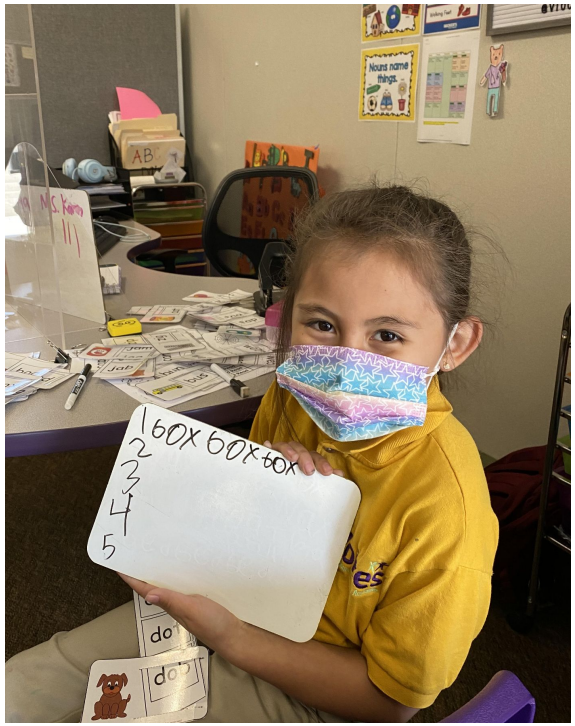
(5) The State will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal

Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that LEAs, including charter schools that are LEAs, are using ESSER III funds for purposes that are reasonable, necessary, and allocable under the ARP Act.

(6) The State and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Questions: The Federal Stimulus Team | EDReliefFunds@cde.ca.gov

Voices
College-Bound Language Academies



2021-2022 Voices Academies Safe Return to In-Person Instruction and Continuity of Services Plan (ESSER III)

January 2022

Disclaimer

Voices plans are tentative and can be influenced by a number of factors including:

- *Changing health and safety guidelines*
- *Updated guidance from state officials*
- *Resource availability and feasibility of safely reopening schools*

When state or local guidance conflicts, the most stringent guidance shall apply.

School Reentry Plan

The 21-22 Voices Academies School Reentry plan (rev 01/22) replaces the Voices Academies School Reopening Plan (Revised September 2021).

Voices has implemented the following policies:

- Addendum_Covid19 Related Employment Leave Policies
- COVID-19 Face Covering Policy
- Vaccination paid time off
- COVID Addendum to the School Culture Playbook
- Telecommuting Safety Recommendations
- COVID-19 Interim Teleworking Policy and Agreement
- COVID-19 Employee Expense Reimbursement Policy
- COVID-19 Employee Related Employment Leave Policy

Introduction and Overview

We continue to receive official guidance for operating schools from the State of California and the local health departments of each our Voices communities (Santa Clara County, Contra Costa County and San Joaquin County).

There is no perfect approach that will be optimal for everyone, and ultimately we have taken the practical realities of operating a school and the needs of our students, families and staff into consideration. We will continue to be responsive and update our plan as we receive new information or guidance or as the community COVID-19 conditions evolve.

This plan will provide an overview of the following:

- Instructional Model
- General Measures: On campus and classroom procedures
- Healthy Hygiene Practices
- Attendance and Health Screenings
- Student Social-Emotional Well Being
- Cleaning, Disinfection, and Ventilation
- Plan for when a staff member, student or visitor becomes sick

Assumption #1: COVID-19 Transmission

Key scientific findings have important implications for how we think about infection risk and play an important role in guiding our recommendations for preventing transmission in school. Specifically, that COVID-19 transmission in schools is likely to be less widespread than influenza transmission.

Assumption #2: Schools should be prepared for partial or full school closures

As schools prepare to resume in-person instruction, schools should also ensure plans are in place for alternate instruction for students who may need to isolate or quarantine, as well as students who are medically fragile. Schools should also be prepared for the possibility of partial or full school closure, either short-term or for a longer period.

Vaccinations

COVID-19 vaccination among all eligible students as well as teachers, staff, and household members is the most critical strategy to help schools safely resume full operations.

Vaccination is the leading public health prevention strategy to end the COVID-19 pandemic. People who are fully vaccinated against COVID-19 are at low risk of symptomatic or severe infection.

- Visit vaccines.gov to find out where teachers, staff, students, and their families can get vaccinated against COVID-19 in the community and promote COVID-19 vaccination locations near schools.

Staff COVID-19 Testing

The California Department of Public Health issued an order that requires all school staff to either show proof of full vaccination for COVID-19 or be tested at least once per week.

The order requires all public schools to verify vaccination for COVID-19 and have a system for tracking vaccinated staff.

Any unvaccinated or incompletely vaccinated staff will be tested at least once weekly.

Table of Contents



Instructional Model



General Measures



Healthy Hygiene Practices



Attendance and Health Screenings



Social-Emotional Well Being



Cleaning, Disinfection and Ventilation



Response to COVID-19 Cases



Testing, Reporting and Response to Suspected or Confirmed Cases

Health officials have stated that COVID-19 will be present in our communities for the foreseeable future until the effective vaccines are widely used. We should expect positive cases of COVID-19 just like there will be cases of influenza this flu season.

Following established preventive measures, identification and communication can help maintain a healthy organization and community.



- Voices has a COVID-19 Liaison who is responsible for responding to COVID-19 concerns.

- Unvaccinated staff are required to have a weekly COVID-19 test.

- COVID-19 test will be available for vaccinated staff who wish to be tested.



- Voices will follow the Response to Suspected or Confirmed Cases and Close Contacts Protocol*
- County Health Departments have procedures in place for investigating communicable disease cases. Health Departments and Voices COVID Liaison will conduct contact tracing using classroom rosters and information obtained from school personnel through interviews and in coordination with school officials.



- Students and staff must get tested after they develop one or more COVID-19 symptoms or if one of their household members or non-household close contracts tested positive for COVID-19, per CDC guidance.
- Parents/guardians and staff must notify school administration immediately if the student or staff tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19



- Students and staff who are fully vaccinated and boosted* may remain on campus as long as they experience no COVID-like symptoms.

*if the individual is not booster eligible but has received both does of Pfizer or Moderna or a single shot of J & J, they meet the fully vaccinated criteria.



- Communication will vary depending on the specific circumstances of a case in a school community. At a minimum, the affected cohort will be notified. Voices will work with the county public health department to determine next steps and communication.
  - In the event of a surge, the County Public Health Department will reach out to the COVID Liaison with additional next steps.



- Documentation of negative test results must be provided to school administration for symptomatic individuals.

- In lieu of a negative test result, symptomatic students and staff may return to work/school with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.



Instructional Model

Voices highest priority is staff and student safety. We are prepared to implement in person instruction that assures safety **and** student learning.

Additionally, Voices is also prepared to pivot back and forth between models as the COVID-19 situations evolves and the CDE allows.

Voices has developed instructional models that facilitate all COVID-19 scenarios:

Phase I - Distance Learning

Phase II - Bridge Slow Ramp Up

Phase III - Hybrid

Phase IV - In Person learning



Independent Studies for Particular Students (AB 130)

Independent Studies (IS) will be available for the following students:

- Students who are medically fragile and would be put at risk by in-person instruction (*long term IS*)
- Students who are isolating or quarantining because of exposure to COVID-19 (*short term IS*)
- IDEA-eligible students with disabilities "shall not participate in independent study, unless the pupil's individualized education program ... specifically provides for that participation." (Ed. Code §51745(c).)

We request that families seeking IS due to medical fragility provide a physician's note supporting such request.



Independent Studies for Particular Students (AB 130)

Independent Studies is **NOT** distance learning. Students will receive *some* synchronous learning time and be assigned independent assignments to complete.

Parents *may* request a conference with school personnel to determine appropriateness of assigning Independent Studies.



Independent Studies for Particular Students (AB 130)

Missed assignments and lack of satisfactory progress triggers evaluation as to whether it is in the best interest of the pupil to remain in Independent Study.

Independent Studies agreements will be reassessed every semester.

General Measures

- All adults and students are required to wear face coverings at school indoors and outdoors regardless of immunization status

- Persons with a medical condition, mental health condition, or disability that prevents wearing a mask as well as persons who are hearing impaired may be exempt from mask requirements

- Persons exempt from wearing a face covering due to a medical condition, must wear a face shields with an appropriate seal (cloth covering extended from the bottom edge of the shield and tucked into the shirt collar)

General Measures

Evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with CDC K-12 School Guidance.

- ❑ Practice physical distancing when feasible.
- ❑ Physical barriers may be installed where physical distancing is not possible.



- Students must leave campus immediately upon dismissal.
- The school will hold large gatherings (e.g. Plaza, field trips) outdoors or cancel.
- Parents and visitors will have limited access to the school campus.
- When possible, keep student cohorts from mixing.
- Modified emergency drill protocols to maintain physical distancing.

- Signage reminding students and staff about physical distancing will be posted in prominent locations throughout each school campus

- Follow disinfection guidelines developed by the California Department of Public Health and the Centers for Disease Control and Prevention for classrooms, workspaces, outdoor spaces, playgrounds, etc.

- Sites will have an isolation room where symptomatic individuals can remain until they can go home.



Healthy Hygiene Practices

- Students and staff will self-check for symptoms throughout the day. Those who develop signs and symptoms of COVID-19 will be sent home.

- Students will be frequently reminded to avoid touching their face and face covering, and to wash/sanitize their hands often.

- Face coverings and shields should be cleaned and sanitized daily at home.



- Hand-washing stations with soap or 60% ethyl alcohol hand sanitizer will be made available in classrooms and other areas where staff/students are likely to be present.

- Provide adequate student supplies to minimize the sharing of high-touch materials and clean between uses if sharing is unavoidable.



- Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.

- Water fountains will be closed. Students must bring a filled water bottle to school each day, clearly labeled with their name.

- All student belongings must be taken home each day (will be disposed of if left)



- Staff will limit communal activities and potlucks or other food sharing.
- Staff break rooms or gathering in any other indoor space for meals is allowed, as long as masks are worn at all times unless eating or drinking.
- Staff professional development will follow all COVID physical distancing protocols when feasible or be delivered virtually.



Attendance and Health Screenings

- Families and staff are required to take temperatures daily before going to school/work. Anyone with a fever of 100.0 or higher should not go to the school site.
- Students and staff are required to also screen themselves for respiratory symptoms such as cough and shortness of breath prior to coming to school or work each day.* Students and staff experiencing those symptoms should not attend school/work.



Attendance and Health Screening

- Voices will keep track of truancy and chronic absenteeism rates. DoC and PLs will work with families of truant students to provide support and resources.
- Voices will implement the Tiered Attendance and Re-Engagement Plan (21-22) for students that are truant, chronically absent or not engaged.



Parent Square Wellness Check

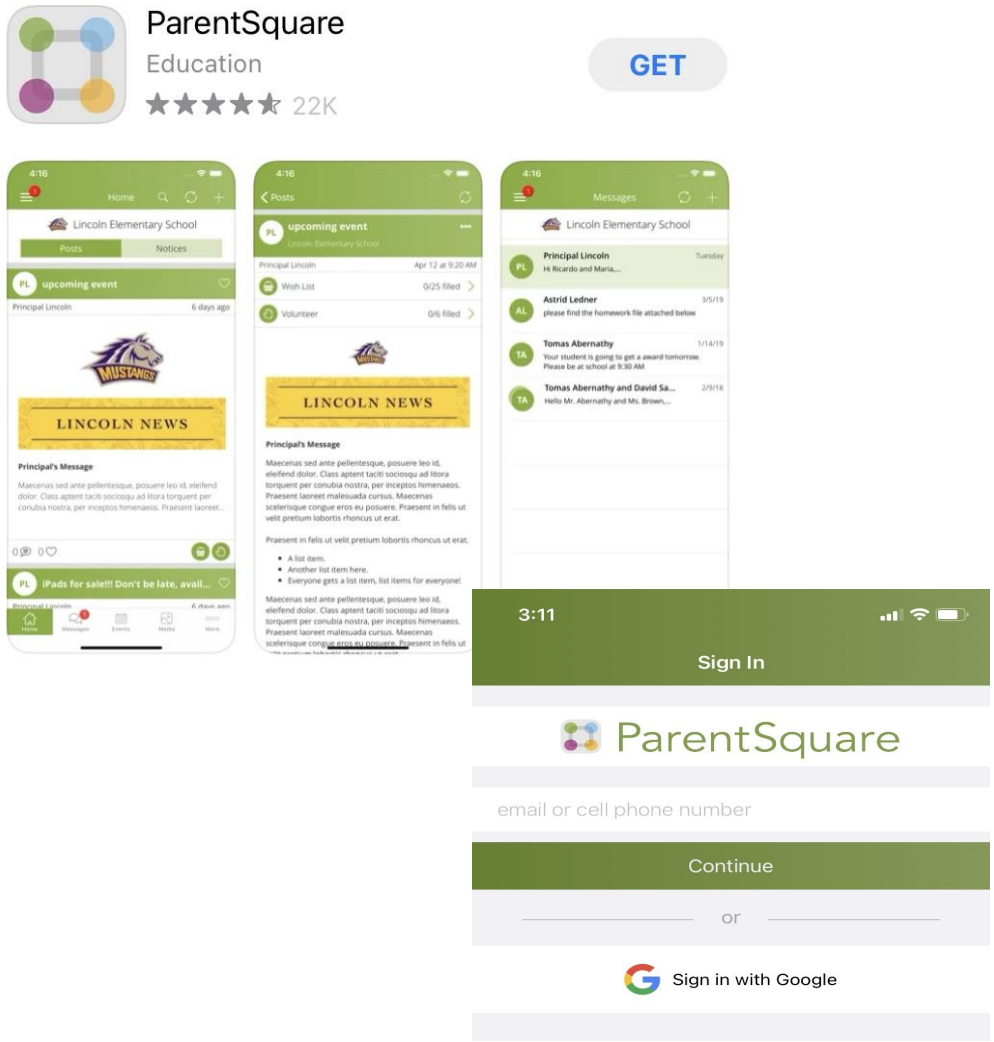
All staff and students are required to complete a daily Wellness Check using Parent Square prior to entering school grounds.

Parent Square Wellness Check

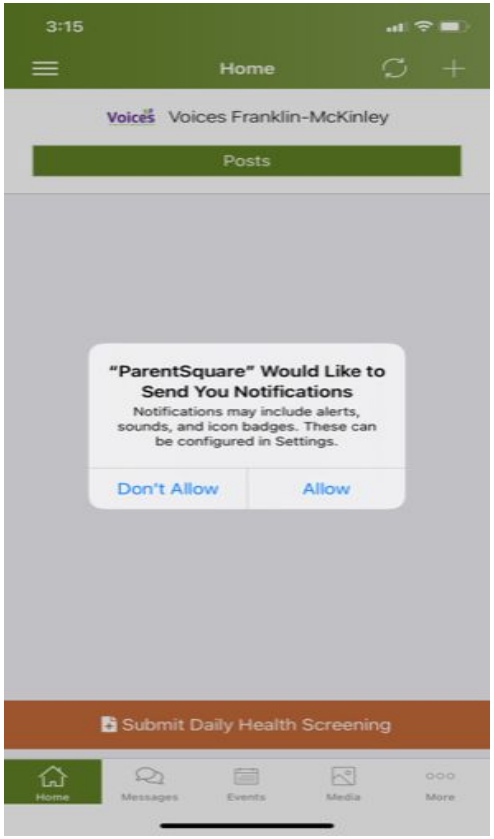
Step 1:

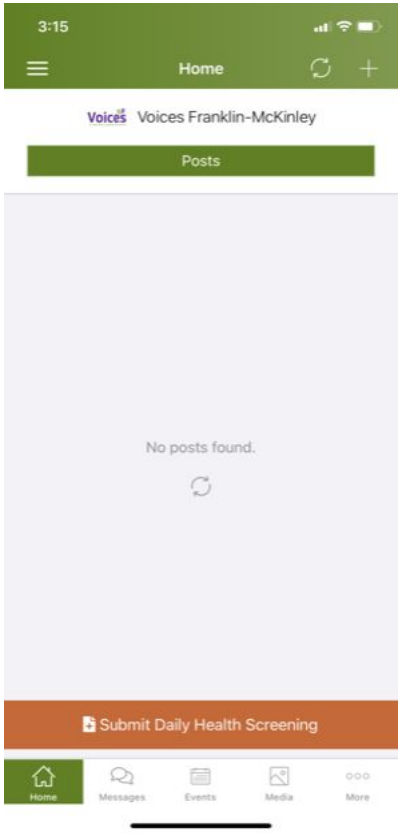
- Download ParentSquare

- Create Login



Parent Square Wellness Check





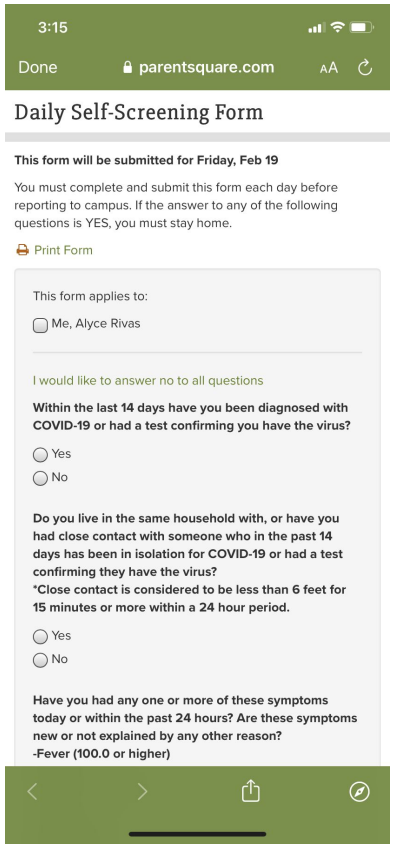
Step 2:

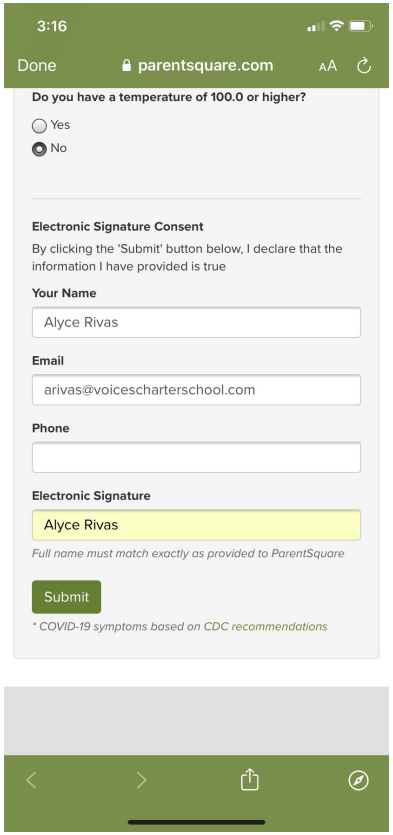
Allow for notifications and you can "Submit Health Screening" at the bottom.

Parent Square Wellness Check

Step 3:

- Complete the questionnaire
- Type your name and phone # at the bottom for confirmation
- Click “Submit” Form







Cleaning, Disinfection and Ventilation

- Staff will clean and disinfect frequently high-touched surfaces within the school at least daily and, as practicable, frequently throughout the day.

- A cleaning and disinfecting schedule is established.



- Increase ventilation by increasing outdoor air circulation (e.g., by opening windows) or using high-efficiency air filters and increasing ventilation rates.
- HVAC systems function properly, maximize air exchanges per hour, maximize outdoor air, and are maintained according to the manufacturer's recommendations.



Student Social Emotional Well Being

- Social-emotional learning
- Building relationships
- Community-building activities
- Trauma awareness and response
- Increased access to mental health/wellness services
- Deans of Culture (DoC), Parent Liaisons(PL), and/or counselor will provide referrals to resources.



- ❑ Addressing current events and societal issues
- ❑ DoC and PL will monitor and support student participation / attendance.
- ❑ DoC/PL will use a Tiered system for reaching out to the most at-risk students and families.
- ❑ Provide parent trainings and workshops.
- ❑ Assess students as needed for 504 accommodations.

Appendix,
FAQ,
Glossary,
References



What if someone has been diagnosed with COVID-19, or is waiting for test results, or has cough, fever, or shortness of breath, or other symptoms of COVID-19?

Stay home until it is safe to be around others. This means 24 hours with no fever (without fever-reducing medication) and symptoms improved, and 10 days since symptoms first appeared. If you live with others, stay in a specific “isolation room” or area and away from other people or pets. Use a separate bathroom, if available.

Staff or students should contact their personal medical provider if a return-to-school/work clearance note is needed since individual health situations may vary.

If a parent is diagnosed with COVID-19, will their student need to self-isolate before returning to school? How will the schools know when the student is okay to return?

If a student or staff has a household member that tests positive for COVID-19, the student will be ordered to quarantine at home based on if they are fully vaccinated or unvaccinated. The county health department may issue an order with explicit instructions on quarantine and details on its expiration. If needed, the county health department may provide clearance letters at the end of isolation/ quarantine.



Are gloves required?

Gloves are not recommended for use by students or staff, except for those conducting duties such as cleaning, first aid, medical procedures, or food services.

Will extensive classroom cleaning be performed if a student or teacher is diagnosed with COVID-19?

Yes. Voices will follow the established guidelines put forth by CDC and local health departments.

Glossary

Contact- an individual that has been within 6 ft. of an infected person for 15 cumulative minutes or longer over a 24 hour period, from two days prior to symptoms starting.

Exposure- a close encounter with a confirmed or probable COVID-19 case.

Glossary

Synchronous- Live instruction (done in person or virtually)

Asynchronous- Recorded online instruction or independent online assignments

Distance Learning - also known as online learning, virtual learning, remote learning

Appendix

Voices Health Screening for Students and Staff Checklist

Ask these questions. A person who answers "Yes" to any one of these questions must not b allowed to enter the school facility.

1. Within the last 10 days have you been diagnosed with COVID-19 or had a test confirming you have the virus?

Yes – STAY HOME and seek medical care.

2. Within the past 14 days , have you had close contact with, someone who has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact is less than 6 feet for 15 minutes or more.

Yes – STAY HOME and seek medical care and testing.

3. a. Have you had any one or more of these symptoms today or within the past 3 days?

- Fever or chills
- Cough
- Loss of taste or smell
- Shortness of breath or difficulty breathing

Yes – STAY HOME and seek medical care and testing.

b. Have you had any one or more of these symptoms today or within the past 3 days and that are <u>new or not explained</u> by another reason?

- Fatigue
- Muscle or body aches
- Headache
- Sore throat
- Nausea, vomiting, or diarrhea

Yes – STAY HOME and seek medical care and testing.

Response to Confirmed or Suspected COVID-19 Cases and Close Contacts Protocol

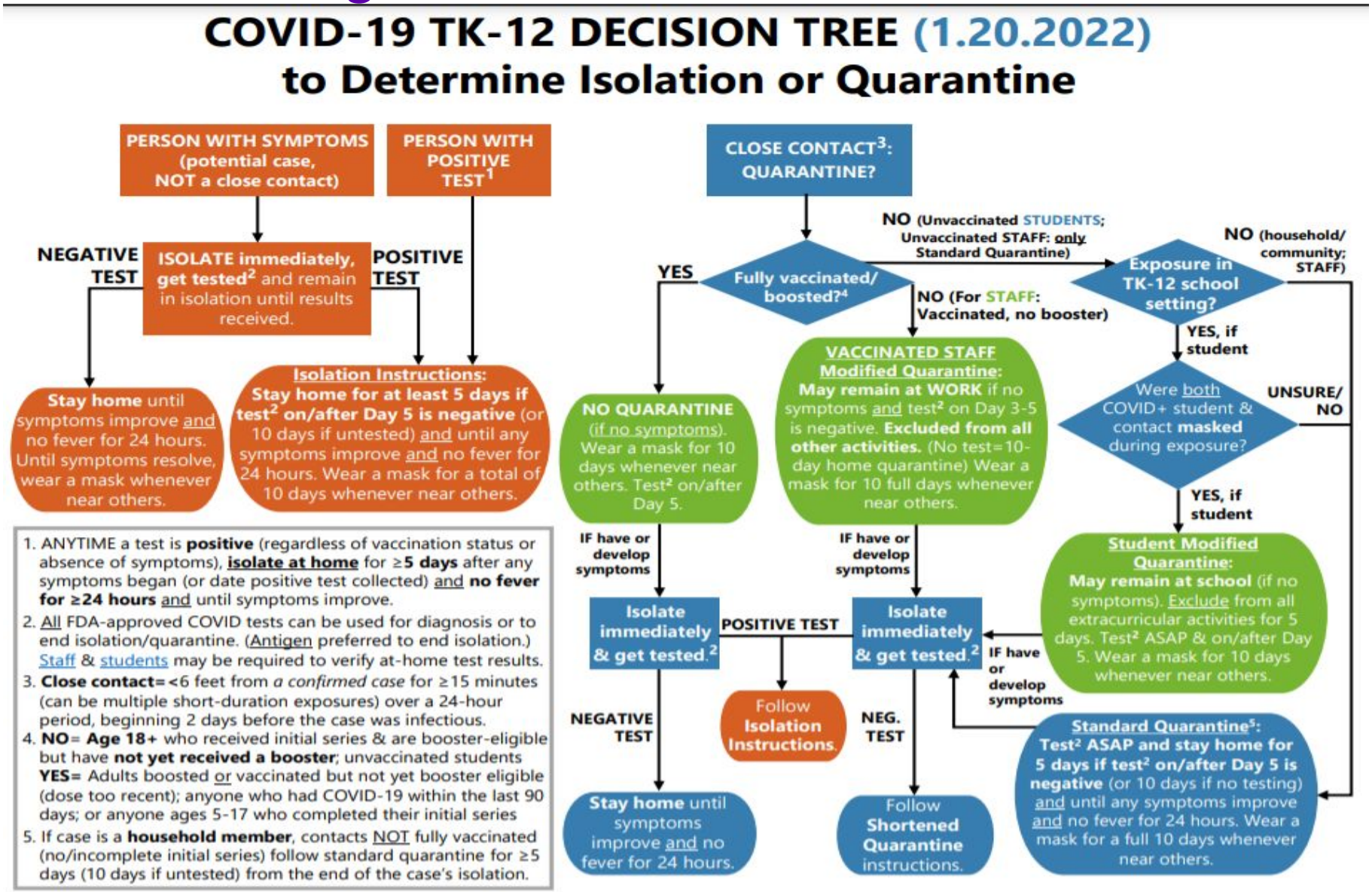
Quick Guide: Confirmed or Suspected COVID-19 Case or Close Contacts in TK-12 Setting

Scenario	Steps to Take Immediately	Understanding Results	Returning to Program
Scenario 1: Individual exhibits one or more COVID-19 symptoms, regardless of vaccination status For more information, see the TK-12 School Exposure Close Contact Decision Tree	• Send student/staff home and recommend a COVID test immediately. • Notify school administration and COVID-19 Designee. • Classroom stays **open** while awaiting result. • *If student/staff not tested, instruct to isolate for 10 days. No test/note needed to return to school.*	• If test is negative, student/staff must stay at home until symptoms improve and at least 24 hours after fever goes away. • If test is positive, case must isolate at home for at least 10 days after the first symptoms started and at least 24 hours after fever resolution and other symptoms improve. Send relevant notification letters.	• If test is negative, can return to school 24 hours after fever goes away and other symptoms improve; must bring **proof of negative test** or medical note to explain why not tested. • If **positive**, can return once the full 10-day isolation period is completed. If so, **no test or medical note needed**.
Scenario 2: Child or staff is a Close Contact* of someone who tested positive for COVID-19 *Fully vaccinated contacts do not need to quarantine if they remain asymptomatic and tests are negative.* A close contact is someone who was: • **within 0-6 feet** of the COVID-positive person (with or without a mask) • exposed **for at least 15 minutes*** • exposed **when the person could spread the infection** (starts 2 days before they had symptoms or tested positive)	• Consult TK-12 School Exposure Close Contact Decision Tree for guidance; give relevant testing & quarantine instructions. • Notify school administration and COVID-19 Designee, if requested by Designee. • Request that test results, especially for contacts who are symptomatic or fully vaccinated or who qualify for modified quarantine, be reported to the school ASAP. • Any contacts who are fully vaccinated or who qualify for modified quarantine can *remain on campus* while awaiting testing. • Send relevant notification letters.	• If test is negative, test again on/after Day 5 of quarantine and continue to monitor for symptoms. If symptoms develop, isolate and test immediately. • If case is a household member, contact's quarantine starts immediately & extends for 7 or 10 days (depending on test results) from the end of case's isolation. • If test is positive, isolate for at least 10 days from date of positive test or, if symptomatic, 10 days from symptom onset AND ≥24 hours after resolution of fever AND other symptoms improve.	• Return to school once required quarantine period and testing is completed (per TK-12 School Exposure Close Contact Decision Tree). • If completed a full 10-day quarantine, **no test results needed** to return. • For contacts to remain on campus or qualify for shortened quarantine, they need to **provide negative test results** from on/after Day 5 promptly. • *Regardless of test results, all should continue to monitor for symptoms and follow recommended interventions (masking, hand-washing) for14 days after exposure.*
Scenario 3: A student or staff member, regardless of vaccination status, tests positive for COVID-19 in a cohort or non-cohort setting For more information, see the TK-12 School Exposure Close Contact Decision Tree	*GENERAL* – Classroom remains **open** Case: •Send home with instructions to isolate. Contacts: • Use seating chart/roster & staff/student input to identify close contacts and send them home. Then follow SCENARIO 2. • Notify school administration and COVID-19 Designee. *IF explicitly maintaining cohorts:* Case: • Send home with instructions to isolate. Contacts: • Send home all members of the group cohort and any other in-program close contacts. Then follow SCENARIO 2.	Case: • For child/staff whose test is positive, isolate for at least 10 days after symptoms started AND at least 24 hours after fever goes away AND other symptoms improve. (If the person never had symptoms, isolate for 10 days after the date of their positive test.) Contacts: FOLLOW SCENARIO 2	Case: • Return to school/work once full isolation period is completed. • **No test results or medical note are needed to return.** Contacts: FOLLOW SCENARIO 2
Scenario 4: Routine COVID-19 screening (no symptoms, not a close contact)	• After a screening test, the person can continue at the program/work until results are available.	• If negative, no action needed. • If positive, FOLLOW SCENARIO 3.	• If negative, can go to program/work. No test results needed. • If positive, FOLLOW SCENARIO 3.

*Close contact can be 15 minutes of contact all at once OR repeated contact with the infected person that adds up to 15 minutes or more in a 24-hour period. Being considered a close contact does not depend on whether the contact or the infected person were wearing face coverings during the time they were in contact.

9/25/21

Isolation and Quarantine Guidelines While Awaiting and Receiving COVID-19 Test Results



Staff Specific Considerations

- Staff received information about the use of available leaves related to COVID-19.
- Non-vaccinated employees are required to get a COVID-19 test each week.
- Staff will be encouraged to limit use of high-touch, non-essential appliances and materials (bring your own coffee, water, lunch in a cooler bag vs. using the fridge, limit use of microwave, etc.)
- Staff will be encouraged to have lunch outdoors maintaining social distancing or in their classroom.
- Staff will be asked to wipe down shared equipment (copy machine, microwave, etc.) with disinfecting wipes before/after each use.

References

California Department of Public Health August 2, 2021 Letter

California Department of Public Health K-12 Schools Guidance 2021-2022 Questions and Answers

CDC Guidance for COVI-19 Prevention in K-12 Schools

COVID School Grid

UCSF - HEARTS Trauma Informed Principles for Promoting School and Community Success

COVID-19 Industry Guidance