Introduction:

LEA: Voices College-Bound Language Academy at Mt. Pleasant   Contact: Frances Teso, ED, fteso@voicescharterschool.com, 408-361-1960

LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Voices @ MP

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
Parents were involved in charter development process before school was approved. Bilingual staff door knocked in community to share plans for the program and goals for students. Parents shared ideas to consider for school design and programing that they would like in a new school in their community. Once approved, a series of informational meetings have been convened (in English and Spanish) at the NHU campus to continue the conversations and to gather parental input. Administration has met numerous times with community partners to share and receive feedback on program goals.	-Parents feedback about condition of facility has led to additional Action/Service to improve condition of facility. -Staff concerns about identifying students as early as possible in order to begin intervention services has led to additional Action/service to purchase a universal screening tool for incoming TK and Kinder students. -Administrator feedback has led to Action/service to provide professional development and support for new principal.

Administration and staff have met as a PLC to draft goals specific to MP. Staff has discussed additional or specific needs at the MP campus. **Draft LCAP was made available at the NHU campus for parent feedback at same location where applications are dropped off and picked up.** **Draft LCAP was reviewed by finance committee.** **LCAP was presented to board for approval.**	
Annual Update: **Not applicable. Voices @ Mount Pleasant will open for the first time in the 15/16 SY and did not have a previous LCAP to update.**	**Annual Update:**

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provi
ded to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL: 1	Voices MP will recruit, develop, hire, assign and maintain highly qualified faculty and staff.		Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Research shows the principal leadership and quality of teachers is the most important factor in predicting student success.		
Goal Applies to:	Schools: Voices College-Bound Language Academy at Mt. Pleasant		
	Applicable Pupil Subgroups: All		

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	At least 50% of teachers will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. 50% of teachers will express satisfaction with the level of support they receive from the principal and coach.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide principal leadership training.	schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000 Supplemental Grant Funding object code: 5100
Provide teacher professional development: BTSA Induction for qualified teachers	schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,000 Supplemental Grant Funding object code: 5100
Provide 50% time of academic coach to support teachers and to assist in delivering professional development.	schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$31,612 Supplemental Grant Funding object code:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
			1300, 3100, 3301, 3401
Provide administration professional development: Provide CBO training for Business Manager	schoolwide	_ X _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$8,000 Supplemental Grant Funding object code: 5100

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Increase percent of teachers will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Increase percent of teachers that express satisfaction with the level of support they receive from principal and coach.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide principal leadership coach.	schoolwide	_ X _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Supplemental Grant Funding object code: 5100
Provide Professional Development: BTSA Induction for qualified teachers; Provide Leadership development for principal	schoolwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$6,000 Supplemental Grant Funding object code: 5300
Provide 50% time of academic coach to support teachers and to assist in delivering professional development.	schoolwide	_ X _ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$26,535 Supplemental Grant Funding object code:

			1300, 3100, 3301, 3401

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increase percent of teachers will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Increase percent of teachers that express satisfaction with the level of support they receive from principal and coach.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide Professional Development: BTSA Induction for qualified teachers; Provide Leadership development for principal	schoolwide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$6,000 Supplemental Grant Funding object code: 5100
Provide full time academic coach to support teachers.	schoolwide	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$33,169 Supplemental Grant Funding object code: 1300, 3100, 3301, 3401

Voices @ MP

<table>
<tr>
<td rowspan="2">GOAL: 2</td>
<td rowspan="2">Voices MP will use standards aligned instructional materials, curricula, resources and technology that will prepare students for college and career success.</td>
<td>Related State and/or Local Priorities:
1__ 2X 3__ 4__ 5__ 6__ 7_X_ 8__
COE only: 9__ 10__</td>
</tr>
<tr>
<td>Local : Specify _____</td>
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<tr>
<td>Identified Need :</td>
<td colspan="2">All instructional material must be CCCS aligned.
Familiarity with technology is necessary for success in college and career.</td>
</tr>
<tr>
<td rowspan="2">Goal Applies to:</td>
<td colspan="2">Schools: Voices College-Bound Language Academy at Mt. Pleasant</td>
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<tr>
<td colspan="2">Applicable Pupil Subgroups: All</td>
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LCAP Year 1: 2015-16

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<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td colspan="4">All students will use technology to access academic content and performance standards (as applicable to charter schools) via the blended learning model of instruction.
Voices Academy will meet goals as outlined in the Technology Plan.</td>
</tr>
<tr>
<td colspan="2">Actions/Services</td>
<td>Scope of Service</td>
<td>Pupils to be served within identified scope of service</td>
<td>Budgeted Expenditures</td>
</tr>
<tr>
<td colspan="2">Provide 50% time of technology staff as determined in the Technology Plan, including part time School Site Technician.</td>
<td>Schoolwide</td>
<td>_X_ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
<td>$12,789 Supplemental Grant Code object code: 2900, 3300</td>
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LCAP Year 2: 2016-17

<table>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td colspan="4">All students will use technology to access academic content and performance standards (as applicable to charter schools) via the blended learning model of instruction.
Voices Academy will meet goals as outlined in the Technology Plan.</td>
</tr>
<tr>
<td colspan="2">Actions/Services</td>
<td>Scope of Service</td>
<td>Pupils to be served within identified scope of service</td>
<td>Budgeted Expenditures</td>
</tr>
<tr>
<td colspan="2">Purchase technology and hire staff as determined in the Technology Plan.</td>
<td>Schoolwide</td>
<td>X__ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
<td>$12,789 Supplemental Grant Code object code: 2900, 3300</td>
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LCAP Year 3: 2017-18

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<tr>
<td>Expected Annual</td>
<td>All students will use technology to access academic content and performance standards (as applicable to charter</td>
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Measurable Outcomes:	schools) via the blended learning model of instruction. Voices Academy will meet goals as outlined in the Technology Plan.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase technology and hire staff as determined in the Technology Plan.		Schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$16,000 Supplemental Grant Code object code: 2900, 3300

GOAL: 3	Voices MP instructional strategies, interventions, and support services will be designed to support ELs and other at-risk subgroups to gain academic content knowledge and English language proficiency.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Students of designated sub groups (EL, pupils with disability, Latino and Socioeconomically disadvantaged) historically suffer from an educational achievement gap in California.	
Goal Applies to:	Schools:	Voices College-Bound Language Academy at Mt. Pleasant
	Applicable Pupil Subgroups:	EL, pupils with disability, Latino and Socioeconomically disadvantaged

LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Establish percent of ELs making progress towards EL proficiency as measured by CELDT. All grades will implement the academic content and performance standards, as applicable to charter schools.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Coach and principal will provide yearly SIOP, Systematic ELD, new CA ELD Standards, and CCCS professional development for teachers as needed.	schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 Supplemental Grant Funding object code: 5100
Purchase Universal screening assessment for TK and K students to identify at-risk students early on.	TK-K	_X_ALL OR: __Low Income pupils _X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 Supplemental Grant Funding object code: 4300
LCAP Year 2: 2016-17			

Voices @ MP

Expected Annual Measurable Outcomes:	Increase percent of ELs making progress towards EL proficiency as measured by CELDT. All grades will implement the academic content and performance standards, as applicable to charter schools.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide yearly SIOP, Systematic ELD, new CA ELD Standards, and CCCS professional development for teachers as needed.		schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 Supplemental Grant Funding object code: 4300
Purchase Universal screening assessment for TK and K students to identify at-risk students early on.		TK-K	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 Supplemental Grant Funding object code: 4300
Provide intervention teacher to struggling students in both their L1 and L2.		schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5000 Supplemental Grant Funding object code: 1100, 3100
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	Increase percent of ELs making progress towards EL proficiency as measured by CELDT. All grades will implement the academic content and performance standards, as applicable to charter schools.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide yearly SIOP, Systematic ELD, new CA ELD Standards, and CCCS professional development for teachers as needed.		schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	$1,000 Supplemental Grant Funding

		_Other Subgroups: (Specify)_____	object code: 4300
Purchase Universal screening assessment for TK and K students to identify at-risk students early on.	TK-K	_X_ ALL OR: __Low Income pupils ___English Learners __Foster Youth ___Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1000 Supplemental Grant Funding object code: 4300
Provide intervention to teacher struggling students in both their L1 and L2.	schoolwide	__ALL OR: __Low Income pupils _X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$5000 Supplemental Grant Funding object code: 1100, 3100

Voices @ MP

<table>
<tr>
<td rowspan="2">GOAL:
4</td>
<td>
•   Parents participate in school experiences that assist with student success.
•   Parents participate in school and CMO decision-making entities
•   Parents and students will demonstrate high satisfaction with the academic program and school operation.
</td>
<td>Related State and/or Local Priorities:
1__ 2__ 3_X_ 4__ 5__ 6__ 7__ 8__
COE only: 9__ 10__
Local : Specify _____</td>
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<table>
<tr>
<td colspan="2">Identified Need :</td>
<td colspan="2">Student success is dependent on strong family support and partnership with the school.</td>
</tr>
<tr>
<td colspan="2" rowspan="2">Goal Applies to:</td>
<td>Schools:</td>
<td>Voices College-Bound Language Academy at Mt. Pleasant</td>
</tr>
<tr>
<td colspan="2">Applicable Pupil Subgroups: All</td>
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</table>

LCAP Year 1: 2015-156

Expected Annual Measurable Outcomes:	Establish baseline of percentage of responses to parent surveys. Establish percentage of parent satisfaction.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ a 50% Parent Liaison to develop and promote parent involvement. Codify and calendar grade-specific parent workshop curriculum.	Schoolwide	XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$19,809 Supplemental Grant Funding object code: 2200, 3300
Provide child care and incentives for parent meetings/workshops	schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 Supplemental Grant Funding object code: 2900, 3300

LCAP Year 2: 201617

Expected Annual Measurable Outcomes:	Increase in percentage of responses to parent surveys. Increase percentage of parent satisfaction.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ a 50% Parent Liaison to develop and	schoolwide	_X_ALL	$19,809

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
promote parent involvement. Codify and calendar grade-specific parent workshop curriculum.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplemental Grant Funding object code: 2200, 3300
Provide child care and incentives for parent meetings/workshops	schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 Supplemental Grant Funding object code: 2900, 330
Calendar at least two community-building events per year.	schoolwide	X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000 Supplemental Grant Funding object code 5800

LCAP Year 3: 2017-178

Expected Annual Measurable Outcomes:	Increase in percentage of responses to parent surveys. Increase percent of parent satisfaction.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Employ a 50% Parent Liaison to develop and promote parent involvement. Codify and calendar grade-specific parent workshop curriculum.	schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$19,809 Supplemental Grant Funding object code: 2200, 3300
Provide child care and incentives for parent meetings/workshops	schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1,000 Supplemental Grant Funding

			object code: 2900, 330
Calendar at least two community-building events per year.	schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$2,000 Supplemental Grant Funding object code 5800

GOAL: 5	• Student will be thoughtful, engaged citizens of a 21st century world. • All students will demonstrate strong civic skills.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	In California, Latino and Black students are suspended disproportionately.	
Goal Applies to:	Schools: Voices College-Bound Language Academy at Mt. Pleasant	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-156

Expected Annual Measurable Outcomes:	• The Charter School will receive a <3% yearly suspension rate. • The Charter School will receive a <3% yearly expulsion rate. • Maintain and average daily attendance rate of 97% or higher.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a yearly a parent climate and culture survey to all applicable stakeholders (Students, parents, and teachers).	schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 Supplemental Grant Funding object code: 5800

LCAP Year 2: 201617

Expected Annual Measurable Outcomes:	• The Charter School will receive a <3% yearly suspension rate. • The Charter School will receive a <3% yearly expulsion rate. • Maintain and average daily attendance rate of 97% or higher.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a yearly a parent climate and culture survey to all applicable stakeholders (Students, parents, and teachers).	schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$1,000 Supplemental Grant Funding object code:
Provide counselor for students experiencing		_X_ALL	$12,168

| | | OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ | Supplemental Grant Funding object code 2200, 3100 |

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	• The Charter School will receive a <3% yearly suspension rate. • The Charter School will receive a <3% yearly expulsion rate. • Maintain and average daily attendance rate of 97% or higher.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide a yearly a parent climate and culture survey to all applicable stakeholders (Students, parents, and teachers).	schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$1,000 Supplemental Grant Funding object code:
Provide counselor for students experiencing emotional difficulties that interfere with learning	schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$ $44,892 Supplemental Grant Funding object code 2200, 3100

GOAL: 6	• All students are enrolled in a broad course of study as prescribed by the Charter School governing board and charter. • All students will become proficient bilingual speakers, readers and writers. • All students will reach high standards in mathematical skills and content. • All students will reach high standards in science concepts and scientific thinking. • All students will reach high standards in social science practices and content • Al students will become proficient users of technology. • All students will show growth on the PFT.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5__ 6__ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	All content curriculums must be CCCS aligned. All Voices students are language learners. Students scoring proficient on California SBAC assessments are initially expected to drop significantly (compared to STAR proficiency). Enrichment opportunities are especially vital in African-American and Latino communities, communities that are experiencing higher levels of poverty, and are facing disparities in education and access to extracurricular activities.	
Goal Applies to:	Schools: Voices College-Bound Language Academy at Mt. Pleasant	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Establish baseline percent proficient on benchmark assessments and standardized tests. Student will engage in at least two enrichment activities per year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide field trips to enhance the science and social studies UbD units of study.	schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,800 Supplemental Grant funding object code 5800
LAS licensing and	schoolwide	X__ALL	$3,600

AT LAS Testing for summer		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Supplemental Grant Funding object code: 2100, 3100, 4300
Hire YMCA or other outside agency to provide fitness enrichment.	schoolwide	XALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Supplemental Grant Funding object code: 5800

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Increase percent proficient on benchmark assessments and standardized tests. Student will engage in at least two enrichment activities per year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide field trips to enhance the science and social studies UbD units of study.	schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$5,000 Supplemental Grant Funding object code: 5800
LAS licensing and AT LAS Testing for summer	schoolwide	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3,600 Supplemental Grant Funding object code: 2100, 3100, 4300

Provide CCCS aligned arts curriculum	schoolwide	_X_ALL	$2,000 Supplemental Grant funding object code: 4300
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Purchase benchmark assessments (Acuity)	schoolwide	_X_ALL	$2,000 Supplemental Grant funding object code: 4300
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire YMCA or other outside agency to provide fitness enrichment.	schoolwide	_X_ALL	$5,000 Supplemental Grant Funding object code: 5800
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increase percent proficient on benchmark assessments and standardized tests. Student will engage in at least two enrichment activities per year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide field trips to enhance the science and social studies UbD units of study.	schoolwide	_X_ALL	$5,000 Supplemental Grant Funding object code: 5800
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
LAS licensing and AT LAS Testing for summer	schoolwide	_X_ALL	$3,600

		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	Supplemental Grant Funding object code: 2100, 3100, 4300
Provide CCCS aligned arts curriculum	schoolwide	_X_ALL	$2,000 Supplemental Grant funding object code: 4300
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Purchase benchmark assessments (Acuity)	schoolwide	_X_ALL	$2,000 Supplemental Grant funding object code: 4300
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Hire YMCA or other outside agency to provide fitness enrichment.	schoolwide	X__ALL	$5000 Supplemental Grant Funding object code: 5800
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Voices @ MP

Original GOAL from prior year LCAP:		Related State and/or Local Priorities:
		1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__
		COE only: 9__ 10__
		Local : Specify _____

Goal Applies to:	Schools:
	Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	

LCAP Year: xxxx-xx

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of service:		Scope of service:	
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
__ALL		__ALL	
OR:		OR:	

Voices @ MP

__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Voices @ MP

Total amount of Supplemental and Concentration grant funds calculated:	$_____103,610_____

Voices @ MP

	Voices College-Bound Languge Academies at Mt Pleasant	
	Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant	
		2015-16
1.	LCFF Target Supplemental & Concentration Grant Funding *from Calculator tab*	195,195
2.	Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils	
	Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp	
3.	Difference *[1] less [2]*	195,195
4.	Estimated Additional Supplemental & Concentration Grant Funding *[3] * GAP funding rate*	103,610
	GAP funding rate	53.08%
5.	Estimated Supplemental and Concentration Grant Funding *[2] plus [4] (unless [3]<0 then [1])* **LCAP Section 3, Part A**	103,610
6.	Base Funding *LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation*	851,846
	LCFF Phase-In Entitlement	955,456
7/ 8.	Minimum Proportionality Percentage* *[5] / [6]* **LCAP Section 3, Part B**	12.16%
	SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP	
		2015-16
Current year estimated supplemental		$ 103,610
Current year Minimum Proportionality		12.16%

Voices recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups and are school-wide programs. While the majority of students served will be focus students (seventy percent or more), there may be other students in need that Voices does not want to ignore. By providing the services identified without limitations, Voices will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Voices Local Control and Accountability Plan and addresses the needs of our school's English learners, low Income students and foster youth.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

12.16	%

Voices College Bound Language Academy at Mt Pleasant (Voices) will receive $103,610 in Supplemental Local Control Funding Formula Funds in 2015-16 , $110,901 in 2016-17, and $148.479 in 2017-18. These funds are calculated based on the number of English learners, students identified as low income, and redesignated fluent English proficient pupils.

Voices will offer a variety of programs and supports specifically for English learners, low income students and foster youth. These include: Academic coaches for teachers; BTSA induction for qualified teachers; approve a school technology plan and hire a full time school site technician; hire a counselor to provide student counseling services; implement a minimum of two community building events per year;   acquire an arts curriculum; secure enrichment contracts with external enrichment specialists; codify ubD units and purchase equipment and material for these units; and secure an external provider for fitness curriculum.   Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole but will also have a disproportionately positive impact on the targeted subgroups.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

    (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

    (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

    (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).