

LCFF Budget Overview for Parents

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

CDS Code: 43104390131748

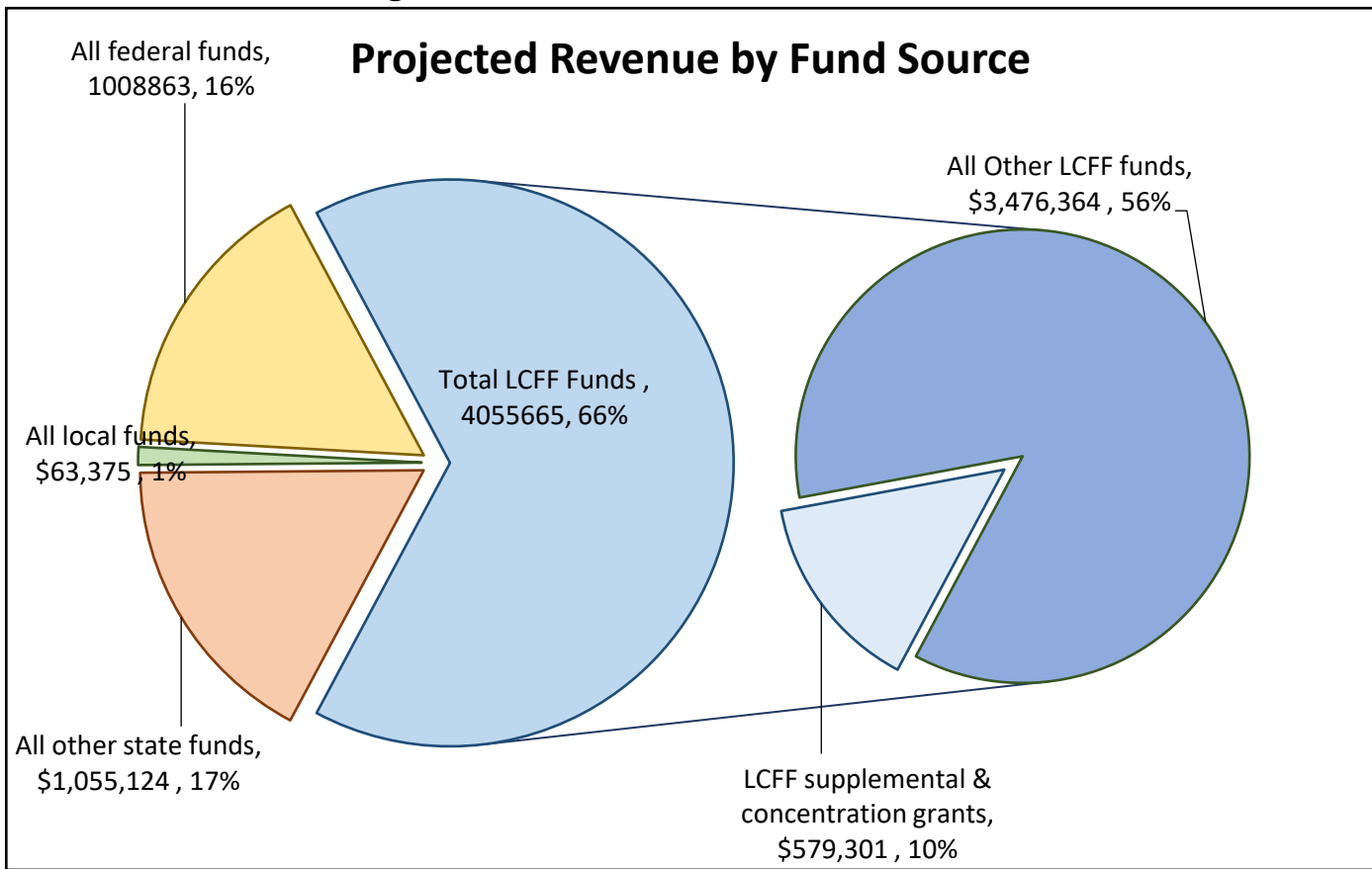
School Year: 2021 – 22

LEA contact information: Catherine Barron, 408-791-1609, cbarron@voicescharterschool.com

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

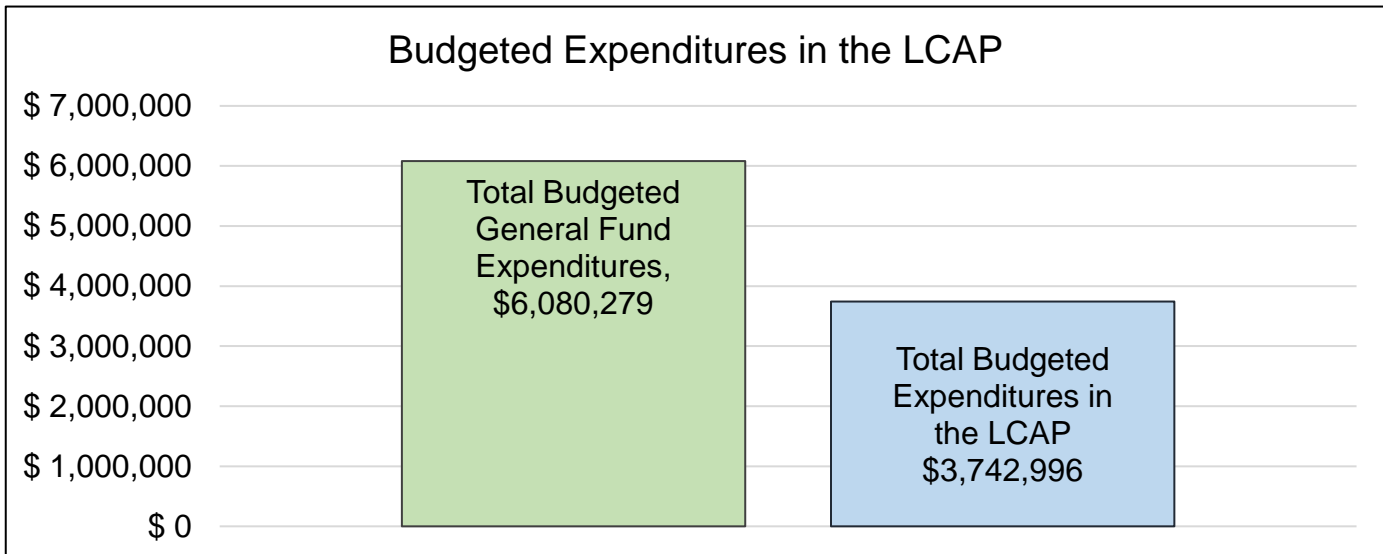


This chart shows the total general purpose revenue Voices College-Bound Language Academy at Morgan Hill expects to receive in the coming year from all sources.

The total revenue projected for Voices College-Bound Language Academy at Morgan Hill is \$6,183,027.00, of which \$4,055,665.00 is Local Control Funding Formula (LCFF), \$1,055,124.00 is other state funds, \$63,375.00 is local funds, and \$1,008,863.00 is federal funds. Of the \$4,055,665.00 in LCFF Funds, \$579,301.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Voices College-Bound Language Academy at Morgan Hill plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Voices College-Bound Language Academy at Morgan Hill plans to spend \$6,080,279.00 for the 2021 – 22 school year. Of that amount, \$3,742,996.00 is tied to actions/services in the LCAP and \$2,337,283.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

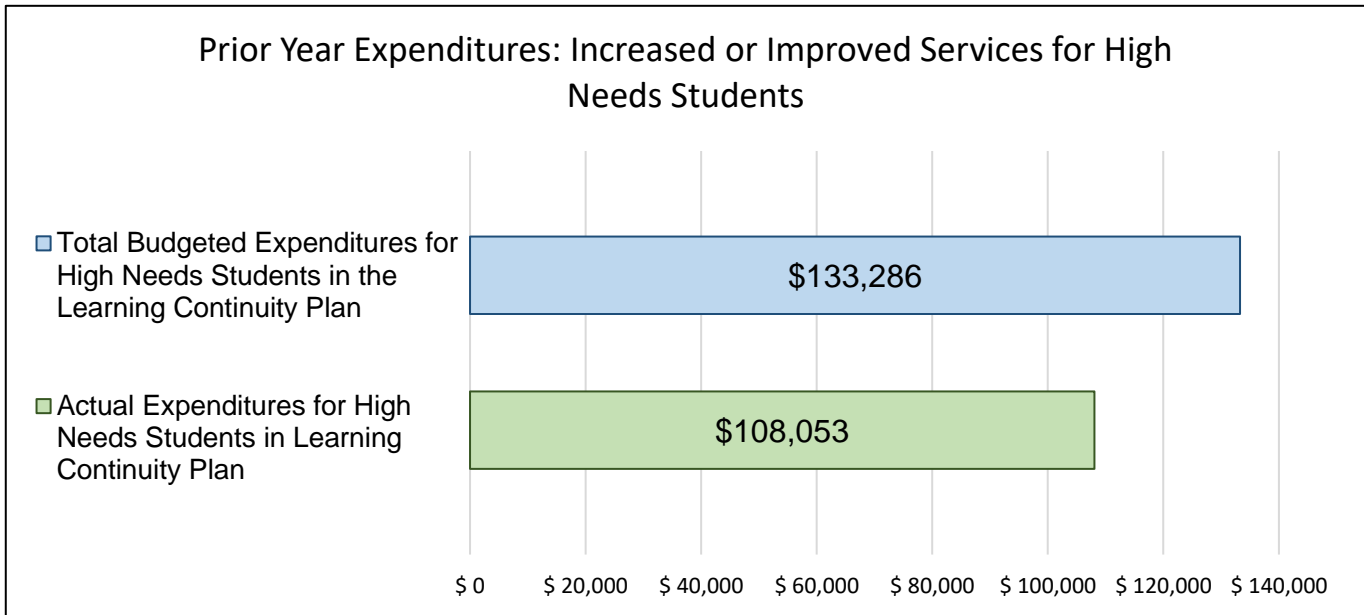
insurance, CMO services, special education staff and contractors, oversight fees, food services, equipment leases, communications, field trips, staff appreciation expenses, and office supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Voices College-Bound Language Academy at Morgan Hill is projecting it will receive \$579,301.00 based on the enrollment of foster youth, English learner, and low-income students. Voices College-Bound Language Academy at Morgan Hill must describe how it intends to increase or improve services for high needs students in the LCAP. Voices College-Bound Language Academy at Morgan Hill plans to spend \$660,599.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Voices College-Bound Language Academy at Morgan Hill budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Voices College-Bound Language Academy at Morgan Hill estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Voices College-Bound Language Academy at Morgan Hill's Learning Continuity Plan budgeted \$133,286.00 for planned actions to increase or improve services for high needs students. Voices College-Bound Language Academy at Morgan Hill actually spent \$108,053.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$25,233.00 had the following impact on Voices College-Bound Language Academy at Morgan Hill's ability to increase or improve services for high needs students:

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

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

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

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

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

Goal Analysis

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

N/A

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

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

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
The percentage of students performing proficient on the CAASPP-ELA and Mathematics will increase: 3 percentage points from prior year	<p>CAASPP/SBAC was suspended, therefore results were not available for the 2019-20 school year due to the COVID-19 pandemic.</p> <p><u>Interim Assessment Results</u></p> <p><u>March 2020</u></p> <p>Voices administered math and ELA benchmark interim assessments in 2019-20 before COVID-19 related school campus closures.</p> <ul style="list-style-type: none">- In benchmark 1 we had 3.7% of students proficient in ELA and 2% of students were proficient in ELA in benchmark 2. This was a drop of 1.7 percentage points. There was no benchmark 3 data due to COVID-19 school related closures and issues with remote testing of Spring 2020 during a pandemic.

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

Actions / Services

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

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

Goal Analysis

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

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

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

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

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

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

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

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

Actions / Services

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

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

Goal Analysis

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

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

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

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

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

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

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

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

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

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

Actions / Services

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

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

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

Goal Analysis

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

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

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) and disinfectant supplies to support health and safety measures and sanitation of classrooms and school offices.	\$8,069	\$29,777	N
Purchase of additional curriculum to support all teachers teaching ELD.	\$3,376	\$	Y
Purchase of interim assessments/diagnostics math assessments (Achievement network)	\$12,450	\$8,986	Y

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

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

Analysis of In-Person Instructional Offerings

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

Voices created a gradual ramp up model that transitioned into our hybrid plan for in-person instruction once COVID-19 cases in our communities were down, state bills mandated in-person instruction and vaccines were more widely available to educators. We were able to bring our first group of students back on campus in mid-April of 2021 which was our Transitional Kindergarten/kindergarten and 1st grade students, at 50% capacity following an A/B Hybrid Model. This meant each group of students had 2 days on campus with 3 days off-campus for asynchronous and synchronous instruction (continued distance learning).

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

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

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

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

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

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

Voices purchased interim assessments at the beginning of the 20-21 school year. We were able to find ways to administer Achievement Network Interim Assessments with our distance learning program for

the Fall of 2020 and Winter of 2021 in grades 2nd through 6th. Teachers unpacked the assessments prior to administration as part of their content development and feedback from these PDs was positive. Teachers and the leadership team analyzed student results each benchmark during Voices' Results Oriented Cycle of Inquiry. Only 2nd grade will use Achievement Network assessments in Spring of 2021, per our regular assessment calendar. They will be done in-person.

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

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Zoom for teacher accounts	\$4,560	\$1,550	N
Purchase additional devices or technology (e.g., Chromebooks, hotspots, document cameras) for students, teachers and associate teachers to support distance teaching and learning	\$25,890	\$49,589	Y
Purchase of materials for take home kits and laptop bags for every student	\$39,376	\$18,589	Y
Mailing costs for work packets to be sent home	\$1,000	\$5,684	N

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

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

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance

Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Students in TK-6 received both asynchronous and synchronous learning each day. Voices provided Spanish and English instruction per our dual language model. We were able to use Eureka Math, Achievement First Math, Navigator Literature, EL Education and Systematic ELD curriculum for content-area instruction in a virtual setting by creating guidelines for what online lessons should include. We had to revise our pacing calendars and resources a few times in response to teacher feedback on pacing issues and their challenge to implement a full 60-minute lesson that was created for in-person instruction to a virtual setting. We had 4 days of synchronous instruction with 1 day of asynchronous instruction with associate teachers in grades TK-3 providing small group support on that asynchronous day. Additionally, Voices met and exceeded the required minimum instructional minutes in each grade span in order to fit our model (for example, TK-1 had 270 minutes daily of live and asynchronous instruction with the majority of the minutes live) and serve our mission of providing more to students who need more.

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

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

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

Access to Devices and Connectivity

100% of all students have access to a chromebook and a device for connectivity. Voices surveyed families in the summer to find out what was still needed to be able to successfully take part in distance learning. We tracked surveys by family and those that did not respond to the survey received phone calls or home visits. We purchased a total of 164 new chromebooks and 60 ipads in addition to what we already had for the 2020-2021 school year. If chromebooks were not working or something broke families were able to trade in for a new one. We purchased 52 hotspots for students that did not have access to the internet. One success that we had was our technology services to troubleshoot with families if they were having trouble connecting. Families who needed additional support were able to schedule appointments for curbside support. Additional chromebooks were set aside for students in the event chromebook had technical problems.

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

Student academic progress was tracked via Achieve3000/Smarty Ants and Dreambox Learning (our asynchronous applications). We also used SeeSaw (TK-1) and Google Classroom (6-8) to post assignments or quizzes, track completion and give students feedback.

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

One challenge was that as the months of distance learning passed, we saw less engagement with online learning in Voices upper grades. Some of our upper grade students had disengagement by turning off their cameras, not submitting or completing assignments or engaging fully in breakout rooms. Our teachers and coaches met regularly to come up with engagement strategies. The plan included time to reset classroom culture as well as strategies for doing Socio-Emotional Learning, building student academic habits with engaging age-appropriate topics and check-ins.

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

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

Distance Learning Professional Development:

Voices started the year out with a full month of training for new teachers that was focused on culture-building, Voices curriculum and online management strategies. Our returning teachers also had 2 weeks of training and planning that included synchronous sessions about online teaching strategies (how

to engage students online, how to set up technology for distance learning, how to teach our curriculum online) and asynchronous modules to learn online teaching platforms (Google Classroom, Pear Deck, GoFormative etc.)

We continued with our weekly teacher professional development focused on understanding standards, Common Core shifts and lesson intellectual preparation. On our Spring 2021 survey, 74% of staff felt positive about our professional learning community. Other staff, including associate teachers, were provided trainings as needed.

Voices conducted regular surveys with our staff in order to gauge how supported they were feeling with professional development. Their feedback was used throughout the year to tweak communication and training. Additionally, Voices held focus groups with teachers over the summer to collect input on what types of trainings they needed based on Spring 2020 Distance Learning. They requested more models of online lessons and support with online learning platforms which we did provide.

Staff Roles and Responsibilities:

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

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

Teachers and associate teachers were given regular surveys and asked for their input during weekly Wednesday Professional Learning Community blocks, weekly coaching and all staff distance learning launches. These were opportunities to provide feedback on the experience of virtual teaching in order to modify site training or plans. As a result, communication was strengthened. One piece of feedback the team focused on was communicating on a timely basis with staff and parents. Systems of communication were discussed as a team and clarified to staff and parents. We worked hard to ensure teachers were in the loop. In the end 81% of our staff agreed that Voices has a positive school climate.

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

Voices made adjustments to school site staff assignments and schedules to support meal distribution, assemble furniture, and prepare and distribute student work packets and supplies. All school site staff

were provided COVID-19 safety training which included food safety guidelines. School site support staff and kitchen staff supported with distribution of meals to students through curbside pick up.

Support for Pupils with Unique Needs:

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

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

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

One of the successes we saw as a result of distance learning was that parents' relationships became even more important and they were strengthened as a result of constant communication. If a child was absent, our Special Education staff directly called parents. This also helped us engage more parents to be more familiar with the details of their child's IEP.

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

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

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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Purchase online assessment and learning platforms and/or applications to support distance teaching and learning	\$37,879	\$29,078	Y
Training Associate Teachers to deliver synchronous and asynchronous instruction and small groups support.	\$8,543	\$1,611	Y

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

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

Analysis of Pupil Learning Loss

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

A success was the training Voices provided to our teachers in addressing unfinished learning in math and ELA. We did this in our summer training and then throughout the year during teachers’ monthly planning days. Teacher feedback was positive on these training sessions around understanding standards and the major work of the grade. Teachers also learned how to prioritize certain standards for accelerated learning rather than remediation, per multiple researched recommendations (including from our partner organizations, Achievement Network and Navigator/Accelerator). We walked teachers through using the Coherence Map by Achieve the Core in order to understand what gaps might need to be addressed in whole group or small group instruction prior to jumping into a unit in math. We gave diagnostic assessments at the start of the year in order to understand what gaps students were coming in with. A challenge was that in order to not impact instructional days, these assessments were given asynchronously. Teachers ended up spending much more time having to set up the assessment, which interfered with instructional time so these assessments were not done consistently throughout the school year. However, Voices still put much effort, training and coaching into math data meetings. We updated our math weekly data meeting tracker and provided key grades weekly coaching or comments/feedback using the Google Suite. Weekly data meetings helped each grade level measure learning status, reflect on what worked or did not work in distance learning and make a plan for reteach. Some plans included specific language learner strategies or small group support. We continued to have our interim assessments with our 3-day data-dives with teachers and Education Specialists. Out of those 3-day deep dives into data, our teachers would come up with plans to support students who were behind, including those in subgroups. As research has shown, the area most impacted by distance learning and the pause of in-person instruction in underserved communities was math. Voices Morgan Hill saw this as our scores dropped 8 percentage points year over year. We zeroed in on the grades that needed most support by providing more coaching to teachers.

Voices continued to focus on accelerated learning in ELA by providing professional development on text complexity in grade-level texts. We also re-assessed ELA data meetings and noted that they did not happen consistently and there was not much guidance for them. As a result we trained teachers in how to look at student work and create reteach plans for ELA. Teachers provided feedback that our ELA curriculum in grades 2-4 was difficult to navigate in an online setting. We were able to shift our curriculum mid-year when the publisher created "Flex Curriculum" for online or hybrid learning. Teachers responded positively to this change as it meant lessons were easier to navigate throughout the week and resources were created for online settings. In ELA, we actually were able to mitigate learning loss. In one year, we had a 11 percentage point increase in students proficient in ELA (Winter Benchmark in 2020 to Winter Benchmark in 2021).

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

For students with special needs, we addressed learning loss in several different ways. While our regular student schedule typically ended by 1:30 or 2:15 pm depending on the grade, special education supports continued after 2:30 pm with students meeting with our school team members or external providers for speech, OT, counseling, etc. On Wednesdays, when most teachers had a full day for planning, our Special Education department continued to teach and meet students for goals sessions.

Voices ATs were trained in foundational literacy skills. They led sight words and fluency instruction in grade TK-3 online while teachers pulled small groups for virtual guided reading in Zoom breakout rooms. Additionally, we used our 19-20 and 20-21 formative assessments to help us make plans to fill in gaps in literacy.

Analysis of Mental Health and Social and Emotional Well-Being

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

Successes include the following:

- A high-level SEL PD was conducted for staff in October 2020 to introduce HEARTS Trauma-informed Principles for promoting school and community success. Prior to Hybrid re-entry in April 2021, a more in depth SEL PD covering each of the HEARTS Trauma-informed Principles was covered in detail with examples of how to implement each principle in the Hybrid model with students in person and on screen. This more detailed SEL professional Development was offered in a staggered manner to grade

levels K thru 1st, 2nd and 3rd, and 4th and 5th in order for Teachers and ATs to receive grade-level relevant ideas and suggestions of age appropriate implementation.

- Voices selected The Toolbox Project as a supplemental SEL curriculum and leveraged these lessons across all grades. The Toolbox Project naturally encourages social equity through empathy, understanding and 12 skills or practices to navigate challenges of everyday life.

- Voices also hosted 4th thru 6th graders for SEL support during office hours.

- Voices partnered with a third party (Panorama Education) to conduct a pre Teacher and Staff Well-being and Adult SEL survey to measure the professional well-being and capacity of teachers and staff to support every student socially and emotionally. A pre-survey was conducted in the fall of 2020 with an 83% response rate. This strong response rate allowed us to identify areas of strength and areas of opportunity with Teachers and Staff respectfully. A post-survey is being conducted in spring 2021.

- Voices also conducted two pre Student SEL surveys (Student Competency and Wellness, and Student Supports and Environment). These surveys were administered to 4th through 8th grade students. The Student Competency and Wellness survey reflected several areas of strength such as Supportive Relationships and Classroom Effort. The Supports and Environment survey reflected several areas of strength such as Teacher Student Relationships and Rigorous Expectations.

- Voices conducted a Network-wide Parent Education series to stay connected and engage the parent/guardian community on relevant topics given the virtual learning environment. The objective was to provide families/guardians with information to reduce anxiety and stress related to supporting their students at home so parents/guardians felt better equipped. Topics included: Making Technology Work for You, Feeling Successful as a Parent in the Virtual Learning Setting, Social/Emotional Wellness, Stress Management and Building coping skills for Parents/Guardians, and Building Assets and a Positive Climate at Home.

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

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

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

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

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

Voices previously used hard copy surveys, however, given Voices families had been more exposed to technology given the virtual setting, we opted to implement an online survey which resulted in a 72.6%

response rate. This response rate was quite successful given the COVID-19 fatigue parents/guardians were experiencing and results were extremely favorable.

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

- Tier I strategies target all students and most students can be successful with this level of support.
 - A Tier I strategy used on a weekly basis is Plaza Comunitaria which teaches and reinforces Voices core values (Si Se Puede Attitude and In Lak'Ech), school-site values (Activism and Scholarship) and character traits and is an opportunity to celebrate successes and build culture. This weekly activity promotes connectedness for students and community building which serves to provide a sense of stability for students. Another example is regular classroom check ins with students to hand out Character Counts! Tickets as a way to acknowledge character traits being promoted.
 - Tier II supports are for students that need a little more attention and support. They need adults to know them a little bit better in order to know what adjustments need to be made. Voices Dean of Culture and other school leadership staff took the lead on these actions as the re-engagement team.
 - Tier II strategies included Deans of Culture monitoring attendance and engagement, regular communication with parent/guardian on observations and feedback from Teacher, Morning check ins via phone prior to Zoom session, leveraging break out rooms on Zoom to redirect student to encourage greater ability to focus, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), family meetings and SST meetings.
 - Tier III supports were needed by a very small fraction of the student population (less than 2%). Students and families received individualized support and modifications. These plans were adjusted for students as needed.
 - Tier III strategies included: referring students to outside support and providers, creating specialized student plans for participation, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), implementing a behavior plan and supporting teachers with strategies to meet students specific needs.
- Principals utilized teacher huddles, teacher team meetings and individual teacher meetings to check on teachers' well-being on a regular basis.
- Voices developed a Culture Newsletter to be distributed to all staff in December 2020 and April 2021 which included a Social Emotional Focus for staff as well as an acknowledgements section.
- Voices conducted a Core Value Awards cycle Nov/Dec 2020 and April 2021 to acknowledge Voices staff who are role modeling any of Voices Core Values. Any staff member at Voices may nominate anyone with the Network.

Challenges included the following:

-Attendance was less consistent during synchronous sessions, in comparison to traditional in-person classrooms, therefore impacting the availability of students as SEL surveys were administered.

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

Analysis of Pupil and Family Engagement and Outreach

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

Successes include the following:

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

- Tier I strategies target all students
 - Tier I strategies included sharing flyers with parents/guardians on attendance expectations, including reminders on attendance in weekly parent newsletters, sending text messages to whole school population after winter and spring break with reminders to return to school
- Tier II supports are for students that need a little more attention and support due to being absent with more regularity. Voices Dean of Culture and other school leadership staff took the lead on these actions to form the re-engagement team.
 - Tier II strategies included Dean of Culture monitoring attendance and engagement in Tiered communications log, regular communication with parent/guardian, reminder text messages, home visits (being mindful of safety protocols of social distancing and wearing a mask and meeting with parents/guardians outside), family meetings and SST meetings to discuss impact on learning as a result of being absent.
- Tier III supports are needed by students demonstrating chronic absenteeism.
 - Voices created a chronic absenteeism tool which allowed the Dean of Culture and Re-engagement Support Team to track the number of absences and attendance trends such as consistency in day of the week missed most and/or morning or afternoon sessions. It also reflects the number of days the student needs to attend to no longer be classified as chronically absent.

Challenges included the following:

- Parents/guardians experiencing pandemic fatigue several months into the school in addition to the needed support during virtual learning. Many families were supporting multiple students at home and juggling working from home, not to mention that many Voices families were faced with financial hardship. This resulted in parents'/guardians' bandwidth being tested daily with the resulting impact

being the Dean of Culture having to make more attempts to connect with parents/guardians to discuss/review needed Tier II strategies than in previous settings. The Dean of Culture remained diligent and was eventually able to connect with families to support with Tier II strategies and connection to community resources.

- Dean of Culture had to repeatedly reset and remind parents/guardians of the expectation of attendance on asynchronous mornings in addition to the importance of parents/guardians enforcing, with consistency, that school work get completed.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

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

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

Voices also partnered with Martha’s Kitchen to provide families with a hot dinner and a box of food each Wednesday from 6:00pm to 7:00pm.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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Staff Roles and Responsibilities	Hire COVID-19 Liaison to advise and assist school staff to implement COVID protocols.	\$10,200	\$11,045	N
N/A	Translation services for written parent resources and communications	\$3,500	NA	N
Mental Health and Social and Emotional Well-Being	Tiered social worker support services	\$5,152	\$	Y
Mental Health and Social and Emotional Well-Being	Purchase SEI curriculum	\$620	\$200	Y

School Nutrition	Providing nutritious meals to all students	\$158,528	\$108,976	N
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A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

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

Overall Analysis

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

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

Access to standards-aligned materials

-Voices will continue to support teachers’ understanding of the curriculum in ELA and math by providing professional development and regular coaching. Regardless of in-person or distance learning, our teachers need content knowledge development in order to better understand how to modify lessons or how to respond to student data. We continued to have weekly data meetings, but we still saw gaps in teachers’ understanding of what strong reteach lessons look like. A prepared coach to guide teachers is essential in creating strong reteach plans that serve all of our students, but our subgroups in particular.

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

English Learners support

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

Special Populations Pupil Achievement

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

Overall pupil achievement and learning loss

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

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

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

Student Engagement

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

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

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

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

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

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

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

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

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

Instructions: Introduction

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education

January 2021

Local Control and Accountability Plan

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

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

Plan Summary 2021-22

General Information

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

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

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

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

Reflections: Successes

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

[Based on the 2019 California Dashboard and local data, here are some successes from the 2019-20 and 2020-21 school year:
 - Voices MH’s suspension rate is “Green” on the Dashboard. All subgroups but one (1) are green, with the other being in yellow.

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

Reflections: Identified Need

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

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

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

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

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

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

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

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

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

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

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

LCAP Highlights

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

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

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

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

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

Opportunities for parents to discuss LCAP topics:

Cafecitos: Once a month

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

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

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

A summary of the feedback provided by specific stakeholder groups.

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

Strengths included:

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

School climate rated positively:

Other staff 87%

Parents/guardians 85%

Feeling supported to grow professionally rated positively:

Professional Learning rated positively:

Other staff 76%

School Safety rated positively:

Parents/guardians 89%

Teacher-student relationships rated positively:

Students 4th and 5th grade 73%

Students 6th grade 76%

Rigorous expectations rated positively

Students 4th -5th grade 74%

Students 6th grade 78%

Strengths of LCAP stakeholder survey:

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

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

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

Areas of opportunity included:

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

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

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

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

LCAP stakeholder survey:

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

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

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

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

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

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

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

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

Goals and Actions

Goal 1

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

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

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

Goal 2

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

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

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

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

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

Goal 3

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

					Voices chronic absenteeism tool
Middle School Dropout Rate as of May 1st	0%				Voices will maintain a middle school dropout rate of $\leq 2\%$
Percentage of Student Suspended as of May 1st (PowerSchool)	As of 19-20 All - 0% Students with Disabilities 0%				Maintain a low student suspension rate of $\leq 5\%$ for all students Maintain a low student suspension rate of $\leq 5\%$ for Students with disabilities
Student Expulsion Rate as of May 1st	0%				Maintain a low expulsion rate of $\leq 1\%$
Panorama Post Student Supports + Environment Survey Percentage of students grades 4-8 responding favorably to survey Sense of Belonging section*	59% of students grades 4th-5th responded favorably 51% of students grades 6th-8th responded favorably				At least 70% of students respond favorably
Panorama Post Family-school relationships survey data (School Safety question)*	92% of parents/guardians responded favorably				At least 80% of parents/guardians will respond favorably to the school safety survey question

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

Actions

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

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

Goal 4

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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Percentage of Properly credentialed teachers complete induction program (Voices BTSA list)*	100% Eligible Teachers complete induction program within eligibility period				100% Eligible Teachers complete induction program within eligibility period
Percentage of properly credentialed teachers (SAmRC)*	100% teachers with appropriate permit or waiver credential				100% teachers with appropriate permit or waiver credential

Actions

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

Goal Analysis [LCAP Year]

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

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

N/A

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

N/A

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

N/A

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

N/A

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

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

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

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

Required Descriptions

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

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

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

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

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

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

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

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

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

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

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

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

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

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

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

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

Complete the table as follows:

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

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

Required Descriptions:

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

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

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

Contributing Expenditure Table

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

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