

Introduction:

LEA: Voices College-Bound Language Academy

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LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

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

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

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

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

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

Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP

There were opportunities for parents to give input on our school goals and priorities for the coming years. Throughout the school year, students, parents, staff, and community members have had opportunities to provide the site with feedback via surveys and conversations, about how to improve our school's academic program, climate and facilities and programs.

All parent meetings held in English and Spanish, All materials sent home are in English and Spanish.

Date	Meeting	Topic:
8/15/2015	VPAC relationship building	retreat, Vision, mission, committees,
8/27/2015	VPAC committees, meeting agendas and	retreat, shared leadership, structure
9/3/2015	Open House	community building
9/11/2015	Cafecito counseling services	school climate, students success,
9/22/2015	Back to School Night	School Climate
9/24/2015	VPAC sub-committee work, planning community gathering	leadership characteristics, sub-
9/30/2015	Community Gathering students at home	Parent Involvement, supporting
10/9/2015	Cafecito	School Climate/LCAP goals
10/15/2015	VPAC sub-committee work	Building the network, one to ones,
10/21/2015	Community Gathering Involvement and School Climate	Levels of communication, Parent
11/6/2015	Cafecito	School climate/Recess and lunch
11/16/2015	VPAC planning Nov. community gathering	Leadership, sub-committee work,

Parents suggested:

- Clean up back streets
- Extra tutoring support for struggling students
- More structured teacher and parent communications
- ESL classes for parents
- More workshops to help students succeed
- More anti cyber bullying and anti-bullying instruction for students (especially grades 6-8)
- More enrichment activities to keep students engaged and motivated

Teacher feedback:

- Suggested that school should focus on student culture and hiring teachers with high mission alignment

Based on stakeholder input, Voices will keep goals, actions, services and expenditures relating to anti-bullying program, ELA and Math personalized learning, enrichment activities and ESL classes for parents. Voices has also added a goal based on stakeholder input regarding attracting and retaining mission aligned and highly desirable teachers.

11/18/2015	Community Gathering	How's Voices doing? Student Results/Data, Common Core/LCAP goals
1/8/2016	Cafecito	attendance
1/14/2016	School Meeting	CELDT Scores & Reclassification Process/Student Results/Data
1/16/2016	VPAC special session	Charter landscape, including data, and building external relationships
2/5/2016	Cafecito	standards
3/3/2016	ELAC School Meeting	ELD/School Programs
3/4/2016	Cafecito	teachers and instruction/data
3/29/2016	Attendance Meeting	Truancy, Chronic Absenteeism, & survey of reasons
4/8/2016	Cafecito	teachers and instruction
5/5/2016	ELAC School Meeting	data/Needs Assessment and Re-classification
5/6/2016	Cafecito	Student Results, FMSD Compact Report, Needs Assessment/Student data/results, School Climate/LCAP goals
5/6/16	Parent LCAP survey	LCAP Goals, actions, update
5/24	Teacher Leadership Mtg.	School priorities
5/31	Teacher Leadership Mtg.	School priorities

Annual Update:

All meetings held in English and Spanish, All materials sent home are in English and Spanish.

Date	Meeting	Topic:
9/11/2015	Cafecito	school climate/safety, students

Annual Update:

Some of the services and actions in the 15/16 LCAP were shifted from school responsibility to CMO responsibility.

New goals, actions and services were kept, added and expanded based on stakeholder input (enrichment, ESL, counselors, etc).

success, counseling services

9/22/2015	Back to School Night	School Climate
9/30/2015	Community Gathering	Parent Involvement, supporting students at home
10/9/2015	Cafecito	School Climate/LCAP goals
10/21/2015	Community Gathering	Levels of communication, Parent Involvement and School Climate
11/6/2015	Cafecito	school climate/Recess and lunch
11/18/2015	Community Gathering	How's Voices doing? Student Results/Data, Common Core/LCAP goals
1/8/2016	Cafecito	attendance
1/14/2016	School Meeting	CELDT Scores & Reclassification Process/Student Results/Data
2/5/2016	Cafecito	standards
3/3/2016	ELAC School Meeting	ELD/School Programs
3/4/2016	Cafecito	teachers and instruction/data
4/8/2016	Cafecito	teachers and instruction
5/5/2016	ELAC School Meeting	data/Needs Assessment and Re-classification
5/6/2016	Cafecito	Student Results, FMSD Compact Report, Needs Assessment/Student data/results, School Climate/LCAP goals
5/6/16	Parent LCAP survey	LCAP Goals, actions, update
5/24	Teacher Leadership Mtg	school priorities
5/31	Teacher Leadership Mtg.	school priorities

New goals, actions and services were added based on stakeholder (parent, teacher) input to focus on attracting/retaining hiring mission aligned teachers and student culture (Dean of Students, teacher raises)

15/16 LCAP goals were consolidated into fewer 16/17 goals.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the

applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

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

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

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

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

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

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

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

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

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the

additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

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

GOAL:	Voices Academy will recruit, develop, hire and maintain highly qualified teachers that will deliver high quality Common Core standard based instruction.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 _8 Local: N/A
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Identified Need:	<ul style="list-style-type: none"> • Lower enrollment in teacher preparation programs has led to a severe teacher shortage in the state. According to a July 2015 Bellwether Education Partners report, in 2013-14 the CTC issued one-third fewer credentials compared to five years earlier: 14,810 credentials compared to 21,000 needed by schools throughout the state. Some experts estimate that in 2015, one-third of teachers hired had not started or completed a teacher preparation program, which is worse for schools serving low income and minority students (Hammond and Shields, 2016). This statistic is reflected at Voices, where 35% of our teaching staff in 2015-16 was on a short term staff permit. The teacher shortage is particularly acute in the Bay Area, where the high cost of living has made it more difficult to attract and retain teachers. According to news reports, in Santa Clara County teacher salaries from 2007 to 2016 increased by 12%, while rentals during this time period increased by 64%, with most teachers on average spending more than the federal guideline of 30% on income on housing (Tsai, 2016). • Observational data and SBAC achievement data (2015 Math 30% and ELA 54% proficiency rates) indicate continued need for professional development and coaching on Common Core instruction. • 20% of parents surveyed indicate that better teacher training will lead to increased academic results. 		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Voices will decrease the percentage of teachers on waiver by 5% (as compared to prior year, with an ultimate goal of <15%) and retain high capacity teachers (as compared to prior year, with an ultimate goal 70%).</p> <p>State summative data will show a 5% growth overall (students at or above standard in language arts and math) compared to prior year levels.</p> <p>Increase percent of teachers that express satisfaction with the support they receive from their coach on an end of year teacher survey (compared to prior year rate).</p>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	Budgeted Expenditures		

<p>Voices has restructured its salary scale and provided a salary raise for teachers in order to attract and retain high capacity teachers.</p> <p>Certificated Personnel Salary + Benefits (salary increase range 2% - 19%).</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of Personnel, \$54,200 avg per teacher (24 FTE [teachers])</p> <p>Code 1000s: Certificated Salaries \$1,301,600 +</p> <p>Code 3000s: Benefits, certificated positions \$329,040</p> <p>LCFF Base: 1100 - \$652,800 & 3000s - \$158,481</p> <p>EPA: 1100 - \$444,800 & 3000s - \$117,702</p> <p>State and Federal Special Education Funds: 1200 - \$104,000 & 3000s - \$26,735</p> <p>Title I: 1100 - \$100,000 & 3000s - \$26,122</p>
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<p>Teacher Development: an 1.0 FTE instructional coach and .2 FTE principal will provide direct support to teachers in the classroom and deliver professional development to teachers and paraprofessionals.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.0 FTE Instructional Coach + 0.2 FTE Principal Supplemental Grant Funding Object Code: 1300: Certificated Supervisors' and Administrators' Salaries + 3000s Benefits and payroll taxes (3100, 3301,3401, 3501, 3601, 3901) 1300 - \$79,320 & 3000s - \$19,964</p>
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<p>Provide BTSA induction for qualified teachers.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$12,500 Supplemental Codes - 1100: Certificated Teachers' Salaries, 1300: Certificated Supervisors' and Administrators' Salaries, 3000s Benefits and Payroll taxes, and 5800: Professional Services (staff development)</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Voices will decrease the percentage of teachers on waiver by 5% (as compared to prior year, with an ultimate goal of <15%) and retain high capacity teachers (as compared to prior year, with an ultimate goal 70%).</p> <p>State summative data will show a 5% growth overall (students at or above standard in language arts and math) compared to prior year levels.</p> <p>Increase percent of teachers that express satisfaction with the support they receive from their coach on an end of year teacher survey (compared to prior year rate).</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
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<p>Voices has restructured its salary scale and provide a salary raise for teachers in order to attract and retain high capacity teachers.</p> <p>Certificated Personnel Salary + Benefits (salary increase range 2% - 19%).</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of Personnel, \$55,300 avg per teacher (24 FTE [teachers])</p> <p>Code 1000s: Certificated Salaries \$1,327,630 +</p> <p>Code 3000s: Benefits, certificated positions \$357,590</p> <p>LCFF Base: 1100 - \$695,854 & 3000s - \$236,452</p> <p>EPA: 1100 - \$453,696 & 3000s - \$63,805</p> <p>State and Federal Special Education Funds: 1200 - \$106,080 & 3000s - \$29,017</p> <p>Title I: 1100 - \$102,000 & 3000s - \$28,316</p>
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<p>Teacher Development: an 1.0 FTE instructional coach and .2 FTE principal will provide direct support to teachers in the classroom and deliver professional development to teachers and paraprofessionals.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.0 FTE Instructional Coach + 0.2 FTE Principal Supplemental Grant Funding Object Code: 1300: Certificated Supervisors' and Administrators' Salaries + 3000s Benefits and payroll taxes (3100, 3301,3401, 3501, 3601, 3901) 1300 - \$80,906 & 3000s - \$21,703</p>
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<p>Provide BTSA induction for qualified teachers.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$12,500 Supplemental Codes - 1100: Certificated Teachers' Salaries, 1300: Certificated Supervisors' and Administrators' Salaries, 3000s Benefits and Payroll taxes, and 5800: Professional Services (staff development)</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>Voices will decrease the percentage of teachers on waiver by 5% (as compared to prior year, with an ultimate goal of <15%) and retain high capacity teachers (as compared to prior year, with an ultimate goal 70%).</p> <p>State summative data will show a 5% growth overall (students at or above standard in language arts and math) compared to prior year levels.</p> <p>Increase percent of teachers that express satisfaction with the support they receive from their coach on an end of year teacher survey (compared to prior year rate).</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
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<p>Voices has restructured its salary scale and provide a salary raise for teachers in order to attract and retain high capacity teachers.</p> <p>Certificated Personnel Salary + Benefits (salary increase range 2% - 19%).</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Cost of Personnel, \$56,400 avg per teacher (24 FTE [teachers])</p> <p>Code 1000s: Certificated Salaries \$1,354,180 +</p> <p>Code 3000s: Benefits, certificated positions \$387,200</p> <p>LCFF Base: 1100 - \$916,171 & 3000s - \$303,492</p> <p>EPA: 1100 - \$225,767 & 3000s - \$21,734</p> <p>State and Federal Special Education Funds: 1200 - \$108,202 & 3000s - \$31,383</p> <p>Title I: 1100 - \$104,040 & 3000s - \$30,591</p>
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<p>Teacher Development: an 1.0 FTE instructional coach and .2 FTE principal will provide direct support to teachers in the classroom and deliver professional development to teachers and paraprofessionals.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.0 FTE Instructional Coach + 0.2 FTE Principal Supplemental Grant Funding Object Code: 1300: Certificated Supervisors' and Administrators' Salaries + 3000s Benefits and payroll taxes (3100, 3301,3401, 3501, 3601, 3901) 1300 - \$82,524 & 3000s - \$23,507</p>
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<p>Provide BTSA induction for qualified teachers.</p>	<p>All Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$12,500 Supplemental Codes - 1100: Certificated Teachers' Salaries, 1300: Certificated Supervisors' and Administrators' Salaries, 3000s Benefits and Payroll taxes, and 5800: Professional Services (staff development)</p>
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GOAL:	Voices will maintain an engaging, positive and safe school culture and environment.		Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 X 8 Local: N/A
Identified Need:	<ul style="list-style-type: none"> • <1% suspension rate (as of 5/16) • Average .025% office referrals per day (15/16) • 15/16 ADA 96% • 45% of parents surveyed believe that safety and bullying awareness will lead to students feeling safer at school. • 17% of parents and 43% of teachers surveyed believe that school climate should be a Voices priority. 		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>There will be a decrease in the percent of students that report feeling unsafe at school as compared to the prior year student survey.</p> <p>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.</p> <p>Increase the percent of 5th grade students that are in the Healthy Fitness Zone (HFZ) on the PFT.</p> <p>Voices will maintain a 97% yearly ADA</p> <p>Decrease the average percent of students that are tardy on a daily basis.</p>		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
			Budgeted Expenditures

<p>A Dean of Culture will be hired to promote a more positive school culture.</p> <p>A second clerk will be hired to concentrate 0.8 FTE on school attendance and reporting.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.0 FTE Dean of Culture + 0.2 FTE Clerk</p> <p>Supplemental Grant Funding Object Code: 1300: Certificated Supervisors' and Administrators' Salaries + 2400: Clerical Salaries + 3000s Benefits and payroll taxes (3100, 3301,3401, 3501, 3601, 3901)</p> <p>1300 - \$70,000 & 2400 - \$16,888 & 3000s - \$21,793</p>
<p>Contract and/or purchase enrichment activities for students.</p> <p>Including CCCS aligned arts enrichment curriculum licensing and materials, as well as, physical activity programs.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$8,400 Supplemental Funding - Object Code: 4300 Materials and Supplies</p> <p>\$249 per PaperPlus box - 2 per grade level - K-8</p> <p>\$150 per</p>

ARTbox24 - 2
per grade level -
K-8

\$200 licence
fee - 1 per level
- K-8

\$3,500 -
Typing without
Tears

\$150 -
Handwriting
without Tears

\$12,000
Supplemental
Funding -
Object Code:
5800
Professional
Services

\$10,000
Physical
education
activities

\$2,000 Yoga
classes

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>There will be a decrease in the percent of students that report feeling unsafe at school as compared to the prior year student survey.</p> <p>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.</p> <p>Increase the percent of 5th grade students that are in the Healthy Fitness Zone (HFZ) on the PFT.</p> <p>Voices will maintain a 97% yearly ADA</p> <p>Decrease the average percent of students that are tardy on a daily basis.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>A Dean of Culture will be hired to promote a more positive school culture.</p> <p>A second clerk will be hired to concentrate 0.8 FTE on school attendance and reporting.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.0 FTE Dean of Culture + 0.2 FTE Clerk</p> <p>Supplemental Grant Funding Object Code: 1300: Certificated Supervisors' and Administrators' Salaries + 2400: Clerical Salaries + 3000s Benefits and payroll taxes (3100, 3301,3401, 3501, 3601, 3901)</p> <p>1300 - \$71,400 & 2400 - \$17,226 & 3000s - \$23,369</p>
<p>Contract and/or purchase enrichment activities for students.</p> <p>Including CCCS aligned arts enrichment curriculum licensing and materials, as well as, physical activity programs.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$8,400 Supplemental Funding - Object Code: 4300 Materials and Supplies</p> <p>\$249 per PaperPlus box - 2 per grade level - K-8</p> <p>\$150 per</p>

ARTbox24 - 2
per grade level -
K-8

\$200 licence
fee - 1 per level
- K-8

\$3,500 -
Typing without
Tears

\$150 -
Handwriting
without Tears

\$12,000
Supplemental
Funding -
Object Code:
5800
Professional
Services

\$10,000
Physical
education
activities

\$2,000 Yoga
classes

LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>There will be a decrease in the percent of students that report feeling unsafe at school as compared to the prior year student survey.</p> <p>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.</p> <p>Increase the percent of 5th grade students that are in the Healthy Fitness Zone (HFZ) on the PFT.</p> <p>Voices will maintain a 97% yearly ADA</p> <p>Decrease the average percent of students that are tardy on a daily basis.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>A Dean of Culture will be hired to promote a more positive school culture.</p> <p>A second clerk will be hired to concentrate 0.8 FTE on school attendance and reporting.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>1.0 FTE Dean of Culture + 0.2 FTE Clerk</p> <p>Supplemental Grant Funding Object Code: 1300: Certificated Supervisors' and Administrators' Salaries + 2400: Clerical Salaries + 3000s Benefits and payroll taxes (3100, 3301,3401, 3501, 3601, 3901)</p> <p>1300 - \$72,828 & 2400 - \$17,570 & 3000s - \$25,003</p>
<p>Contract and/or purchase enrichment activities for students.</p> <p>Including CCCS aligned arts enrichment curriculum licensing and materials, as well as, physical activity programs.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$8,400 Supplemental Funding - Object Code: 4300 Materials and Supplies</p> <p>\$249 per PaperPlus box - 2 per grade level - K-8</p> <p>\$150 per</p>

			ARTbox24 - 2 per grade level - K-8
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			\$200 licence fee - 1 per level - K-8
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			\$3,500 - Typing without Tears
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			\$150 - Handwriting without Tears
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			\$12,000 Supplemental Funding - Object Code: 5800 Professional Services
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			\$10,000 Physical education activities
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			\$2,000 Yoga classes
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GOAL:	<p>Voices Academy instructional strategies, interventions and support services will be designed to support ELs and other struggling subgroups.</p> <p>All students will become proficient bilingual speakers, readers and writers.</p>	<p>Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local: N/A</p>	
Identified Need:	<p>15/16 Baseline Year</p> <ul style="list-style-type: none"> • 40 student Counselor case load • 18% SST caseload • LAS data not yet available <p>SBAC 14/15</p> <ul style="list-style-type: none"> • FR/R % below grade level in Math 70% • EL % below grade level in Math 98% • FR/R % below grade level in ELA 49% • EL % below grade level in ELA 76% 		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>There will be an increase in the percent of students at or above grade level as indicated by state summative data as compared to prior year levels.</p> <p>Increase the percent of students that score an Overall score of 3 or higher on the LAS Links Spanish assessment as compared to prior year.</p> <p>Decrease the average percent of students that are tardy on a daily basis.</p> <p>Voices will maintain a 97% ADA.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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 Achieve 3000, a set-up charge of \$450 + \$85 per license.</p> <p>Purchase DreamBox a license fee of \$1,750 + \$22.50 per subscription.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Achieve 3000 \$85 * Grade 2 - 8 students + setup = 33,175</p> <p>Dream Box \$22.50 * all students + license = \$12,932</p> <p>Object Code: 4400: Noncapitalized Equipment</p> <p>Supplemental Funds \$39,204</p> <p>Title III \$ 6,903</p>
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<p>Provide 1.4 FTE counseling for qualified students for who personal/situational issues are proving to be a distraction from learning.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>2 counselors for a total of 1.4 FTE Salary \$65,020 + Benefits \$8,940 Object Code: 2200: Classified Support Salaries + 3000s Benefits and payroll taxes (3302,3402, 3502, 3602, 3902) Supplemental Funds: 2200 - \$35,907 & 3000s - \$5,106 Base Funds: 2200 - \$16,588 & 3000s - \$2,359 Title III: 2200 - \$4,000 State and Federal Special Education - ERMHS: 2200 - \$8,525 & 3000s - \$1,475</p>
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Purchase LAS Links licenses to measure Spanish language development.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	FY 15/16 \$5.50 per student + COLA% - budget \$2,734 Supplemental funds Object Code: 5500 Operations and Housekeeping Services
Associate Teachers conduct summer CELDT testing for ELs.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,400 Supplemental Codes - 2100: Classified Instructional Salaries & 3000s Benefits and Payroll taxes

<p>Purchase benchmark assessment licenses (Illuminate, NWEA) for ELA and Math.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$9,959 Supplemental Funding Code - 5500: Operations Illuminate \$2.50/student (K+) + \$3,500 NWEA Science \$2.50/student (2+) NWEA Math, Reading & Language \$11/student (2+)</p>
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<p>Hire a Student Services manager to coordinate all services for special populations (504, SPED, SST, truant, etc).</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$89,574 Salary & Benefits Supplemental Grant Funding Object Code: 1300: Certificated Supervisors' and Administrators' Salaries + 3000s Benefits and payroll taxes (3100, 3301, 3401, 3501, 3601, 3901) 1300 - \$72,000 & 3000s - \$17,574</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>There will be an increase in the percent of students at or above grade level as indicated by state summative data as compared to prior year levels.</p> <p>Increase the percent of students that score an Overall score of 3 or higher on the LAS Links Spanish assessment as compared to prior year.</p> <p>Decrease the average percent of students that are tardy on a daily basis.</p> <p>Voices will maintain a 97% ADA.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Provide 1.4 FTE counseling for qualified students for who personal/situational issues are proving to be a distraction from learning.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>2 counselors for a total of 1.4 FTE Salary \$66,320 + Benefits \$9,100 Object Code: 2200: Classified Support Salaries + 3000s Benefits and payroll taxes (3302,3402, 3502, 3602, 3902) Supplemental Funds: 2200 - \$36,796 & 3000s - \$5,215 Base Funds: 2200 - \$16,999 & 3000s - \$2,410 Title III: 2200 - \$4,000 State and Federal Special Education - ERMHS: 2200 - \$8,525 & 3000s - \$1,475</p>
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<p>Purchase LAS Links licenses to measure Spanish language development.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>FY 15/16 \$5.50 per student + COLA% - budget \$2,844 Supplemental funds Object Code: 5500 Operations and Housekeeping Services</p>
<p>Associate Teachers conduct summer CELDT testing for ELs.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,600 Supplemental Codes - 2100: Classified Instructional Salaries & 3000s Benefits and Payroll taxes</p>

<p>Purchase benchmark assessment licenses (Illuminate, NWEA) for ELA and Math.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,099 Supplemental Funding Code - 5500: Operations Illuminate \$2.50/student (K+) + \$3,500 NWEA Science \$2.50/student (2+) NWEA Math, Reading & Language \$11/student (2+)</p>
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<p>Hire a Student Services manager to coordinate all services for special populations (504, SPED,SST,truant,etc).</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$92,593 Salary & Benefits Supplemental Grant Funding Object Code: 1300: Certificated Supervisors' and Administrators' Salaries + 3000s Benefits and payroll taxes (3100, 3301,3401, 3501, 3601, 3901) 1300 - \$73,440 & 3000s - \$19,153</p>
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<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 Achieve 3000, a set-up charge of \$450 + \$85 per license.</p> <p>Purchase DreamBox a license fee of \$1,750 + \$22.50 per subscription.</p>	<p>All Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Achieve 3000 \$85 * Grade 2 - 8 students + setup = 34,025</p> <p>Dream Box \$22.50 * all students + license = \$13,155</p> <p>Object Code: 4400: Noncapitalized Equipment</p> <p>Supplemental Funds \$40,165</p> <p>Title III \$ 7,015</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>There will be an increase in the percent of students at or above grade level as indicated by state summative data as compared to prior year levels.</p> <p>Increase the percent of students that score an Overall score of 3 or higher on the LAS Links Spanish assessment as compared to prior year.</p> <p>Decrease the average percent of students that are tardy on a daily basis.</p> <p>Voices will maintain a 97% ADA.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Provide 1.4 FTE counseling for qualified students for who personal/situational issues are proving to be a distraction from learning.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>2 counselors for a total of 1.4 FTE Salary \$67,650 + Benefits \$9,255 Object Code: 2200: Classified Support Salaries + 3000s Benefits and payroll taxes (3302,3402, 3502, 3602, 3902) Supplemental Funds: 2200 - \$37,705 & 3000s - \$5,322 Base Funds: 2200 - \$17,420 & 3000s - \$2,458 Title III: 2200 - \$4,000 State and Federal Special Education - ERMHS: 2200 - \$8,525 & 3000s - \$1,475</p>
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Purchase LAS Links licenses to measure Spanish language development.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	FY 15/16 \$5.50 per student + COLA% - budget \$2,894 Supplemental funds Object Code: 5500 Operations and Housekeeping Services
Associate Teachers conduct summer CELDT testing for ELs.	All Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,800 Supplemental Codes - 2100: Classified Instructional Salaries & 3000s Benefits and Payroll taxes

<p>Purchase benchmark assessment licenses (Illuminate, NWEA) for ELA and Math.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,084 Supplemental Funding Code - 5500: Operations Illuminate \$2.50/student (K+) + \$3,500 NWEA Science \$2.50/student (2+) NWEA Math, Reading & Language \$11/student (2+)</p>
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<p>Hire a Student Services manager to coordinate all services for special populations (504, SPED,SST,truant,etc).</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$95,700 Salary & Benefits Supplemental Grant Funding Object Code: 1300: Certificated Supervisors' and Administrators' Salaries + 3000s Benefits and payroll taxes (3100, 3301,3401, 3501, 3601, 3901) 1300 - \$74,910 & 3000s - \$20,790</p>
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<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 Achieve 3000, a set-up charge of \$450 + \$85 per license.</p> <p>Purchase DreamBox a license fee of \$1,750 + \$22.50 per subscription.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Achieve 3000 \$85 * Grade 2 - 8 students + setup = 33,940</p> <p>Dream Box \$22.50 * all students + license = \$13,135</p> <p>Object Code: 4400: Noncapitalized Equipment</p> <p>Supplemental Funds \$40,060</p> <p>Title III \$ 7,015</p>
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GOAL:	Parents participate in school experiences that assist with student success.			Related State and/or Local Priorities: _1 _2 X 3 X 4 _5 _6 _7 _8 Local: N/A
Identified Need:	<p><u>2015-2016 Data:</u></p> <p>45% EL's</p> <p>64% FRL</p> <p><u>2014-2015 SBAC Data:</u></p> <p>70% FR/R below grade level in Math</p> <p>98% EL below grade level in Math</p> <p>49% FR/R below grade level in ELA</p> <p>76% EL below grade level in ELA</p>			
Goal Applies to:	Schools:	All		
		Grades: All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	Increase the percent of parents that view themselves as empowered to help their child succeed as reported on the annual parent survey compared to prior year.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Provide ESL classes for parents.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$14,000 for ESL Instructor - Supplemental Funds Code 5800: Professional services \$1,000 ESL curriculum - Supplemental Funds Code 4300: Materials and supplies</p>
<p>Provide funds for parent participation activities and child care.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500 Supplemental Code - 2900: Other Classified Salaries, 3000s: Benefits and Payroll Taxes, 5800: Operating Expenditures</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the percent of parents that view themselves as empowered to help their child succeed as reported on the annual parent survey compared to prior year.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Provide ESL classes for parents.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$15,000 for ESL Instructor - Supplemental Funds Code 5800: Professional services \$1,000 ESL curriculum - Supplemental Funds Code 4300: Materials and supplies</p>
<p>Provide funds for parent participation activities and child care.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500 Supplemental Code - 2900: Other Classified Salaries, 3000s: Benefits and Payroll Taxes, 5800: Operating Expenditures</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the percent of parents that view themselves as empowered to help their child succeed as reported on the annual parent survey compared to prior year.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

Provide ESL classes for parents.	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$16,000 for ESL Instructor - Supplemental Funds Code 5800: Professional services \$1,000 ESL curriculum - Supplemental Funds Code 4300: Materials and supplies
Provide funds for parent participation activities and child care.	All Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$500 Supplemental Code - 2900: Other Classified Salaries, 3000s: Benefits and Payroll Taxes, 5800: Operating Expenditures

Annual Update

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

Guiding Questions:

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

Original Goal from prior year LCAP:	Voices Academy will recruit, develop, hire and maintain highly qualified faculty.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	Voices College-Bound Language Academy (FMSD)	
		Grades: All	

	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Increase percent of teachers that express satisfaction with the level of individualized support they receive from coach and principal.	Actual Annual Measurable Outcomes:	<p>In 2014-15 the goal was for 50% of teachers to express satisfaction with the level of individualized support they receive from their coach.</p> <p>After implementing structured and regular coaching and support, this year for 2015-16 SY, 80% of teachers expressed satisfaction with the individual support they received from their coach. This reflects a 30% increase in satisfaction.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> Hire an academic coach to support teachers 	<p>\$81,254 Supplemental Grant Funding object code: 1300, 3100, 3301, 3401</p>	<p>A 1.0 FTE coach was hired and 0.2 FTE of Principal time involved coaching.</p> <p>A 1.0 FTE School Site technician provided direct teacher technology and assessment support in classrooms.</p>	<p>\$140,323 Supplemental Funds Codes 1300: Certificated Supervisors' and Administrators' Salaries, 2400: Technical Salaries & 3000s: Employee benefits, payroll taxes, and insurances (3101, 3300s, 3400s, 3500s, 3600s, 3900s)</p>

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<ul style="list-style-type: none"> Provide BTSA Induction for qualified teachers. Allocate induction program funding for qualified teachers. 		\$10,200 Supplemental Grant Funding object code: 1100, 5800-10, 3301, 1300	BTSA support was provided for all qualifying teachers. 100% of BTSA teachers successfully complete their program requirements.		\$8,815 Supplemental Code - 5800: Professional services
Scope of service:	All Grades: All		Scope of service:	ALL Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	None
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Original Goal from prior year LCAP:	<ul style="list-style-type: none"> Voices Academy will secure facilities that are on par with district facilities. 	Related State and/or Local Priorities: _1 _2 _3 _4 _5 X 6 _7 _8 Local:
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Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Decrease the percent of students that report feeling unsafe in bathrooms.		Actual Annual Measurable Outcomes:	<p>Voices built and moved into its own self-contained building which includes, multi purpose room, offices, 18 classrooms, Learning Center and Professional development space, playground, bathrooms and blacktop.</p> <p>40% of students 2nd-8th grade report feeling unsafe in bathrooms (baseline data).</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Implement bullying prevention program.	\$5,000 Supplemental Grant Funding object code: 5100	<p>A contract was entered into to provide programing around anti-bullying, as well as the purchase of materials.</p> <p>2.0 FTE custodial employees maintain grounds and facilities at full capacity.</p>	<p>\$74,590 Supplemental Funds</p> <p>Codes - 2900: Other Classified Salaries, 3000s Employee benefits, 4300: Materials and Supplies & 5100: Subagreements for Services</p>	

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	Goal will be eliminated but actions/services will be incorporated into new goal. Custodial, supplies, and maintenance was an added a service/action this year that will be included as a separate action/service 16/17.				

Original Goal from prior year LCAP:	Voices Academy will use standards aligned instructional materials, curricula, and technology that will prepare students for college and career success.	Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools: All Grades: All	

	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 100% of grade levels will have at least two science UbD units developed • Voices Academy will meet goals as outlined in the Technology Plan • Increase the infrastructure, access, and use of technology 	Actual Annual Measurable Outcomes:	<p>22% of grade levels have at least two science UbD units.</p> <p>We have implemented a 1:1 student chromebook ratio for 2nd-8th grades and a 2:1 student iPad ratio for K-1st grades accessible in each classroom this year. Went from 112 chromebooks last year to 382 this year. From 30 to 65 student iPads. All teachers now have projectors. A local area network infrastructure has been developed for the school. Wireless LAN range and accessibility has increased. Brand new network equipment is being utilized.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Allocate budget for consumable materials.	<p>\$3,600 Supplemental Grant Funding object code: 4300</p>	<p>Consumable materials were purchased for implementation of science units.</p> <p>Expenditures were made for science unit field trips.</p>	<p>\$17,332 Total Expenditures; Codes - 4300: Materials and Supplies & 5800: Operating Expenditures</p> <p>\$11,040 Base Funds</p> <p>\$4,152 Supplemental Funds</p> <p>\$2,140 Fundraising</p>

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Purchase laptops/iPads to meet determined student:technology ratios in 50% of grades.		\$28,300 Supplemental Grant Funding object code: 2400, 3300	We have implemented a 1:1 student chromebook ratio for 2nd-8th grades and a 2:1 student iPad ratio for K-1st grades accessible in each classroom. This year the school went from 112 chromebooks last year to 382 and 30 iPads last year to 65. Also, all teachers have projectors. 100% of grades are meeting student:technology ratios.	\$67,626 Supplemental Code - 4400: Noncapitalized equipment	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Allocate funds for formal SIOP training for experienced teachers. Coach will train new teachers.		\$4,000 Supplemental Grant Funding object code: 5500	Two (2) teacher attended SIOP training this year. Coaches are training remaining teachers through professional development and individual coaching.		\$600 Supplemental Code - 5500: Operations (staff development)
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		
What changes in actions, services, and expenditures	Voices will continue to develop UbD Units. The focus for 16/17 will be shifted to creating CCCS aligned math and LEA units in light of new standards. The Voices CMO will now take on a bulk of this responsibility and hire curriculum writers.				

Original Goal from prior year LCAP:	Voices Academy instructional strategies, interventions, and support services will be designed to support ELs and other struggling subgroups.		Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	Hispanic or Latino, Low Income Pupils, English Learners, Students with Disabilities	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase percent of ELs making progress towards EL proficiency as measured by CELDT. • Increase percent of identified student subgroups reading at grade level by end of 4th grade. 		Actual Annual Measurable Outcomes: 15/16 data not yet available <u>14/15 BASELINE:</u> 52.6% of ELs made annual progress in learning English need 14/15 % subgroups reading at grade level by 4th grade % subgroups proficient on Math MAP EOY: EL's 27% Latinos 44% Socioeconomically disadvantaged 44%
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase adaptive technology-based reading intervention program for upper grades.	\$5,000 Supplemental Grant Funding object code: 4400	Achieve 3000 was purchased and used both inside and outside the classroom.	\$30,030 Supplemental Code - 4400: Noncapitalized Equipment

Scope of service:	All Grades: 3rd, 4th, 5th, 6th, 7th, 8th		Scope of service:	All Grades: 2nd, 3rd, 4th, 5th, 6th, 7th, 8th	
_ All ----- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Purchase reading intervention materials for upper grades: Purchase Fountas and Pinnell intervention kits and necessary shelving.		\$7,132 Supplemental Grant Funding: oboject code: 4300	Purchased Fountas and Pinnell intervention kits. Shelving was not necessary.	\$11,186 Supplemental Code - 4100: Approved Textbooks and Core Curricula Materials	
Scope of service:	All Grades: 5th, 6th, 7th, 8th		Scope of service:	All Grades: 3rd, 4th, 5th, 6th, 7th, 8th	
_ All ----- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Systematic ELD certified trainer continues to train new teachers. Provide yearly certification maintenance.		\$10,000 Supplemental Grant Funding object code: 5500	The certified trainer (coach) did continue to train new teachers during summer professional development as well as throughout the year. Trainer and principal participated in certification maintenance (ELAchieve).		\$1,231 Codes - 4300: Materials and Supplies & 5800: Professional/Consulting Services \$890 Supplemental Funds \$341 Title III
Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

<p>Provide counseling for qualified students for whom personal/situational issues are providing a distraction to learning.</p>	<p>Hire full time counselor or services. \$64,729 Supplemental Grant Funding object code: 2200, 3300, 3400</p>	<p>A 1.0 FT counselor provided services for students who's personal and situational issues were providing a distraction to learning. Fourty (40) studnts were served this year</p>	<p>\$64,282 Codes - 2200: Classified Support Salaries, 3302: ER taxes & 3402: Health & Welfare Benefits \$53,544 Supplemental Code 2200: \$45,126 Code 3000s: \$8,418 \$4,979 Title III Code 2200: \$4,979 \$5,759 ERMHS - SPED funding Code 2200: \$4,895 Code 3000s: \$864</p>	
<p>Scope of service:</p>	<p>All Grades: All</p>		<p>Scope of service: All Grades: All</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>What changes in actions, services, and expenditures</p>	<p>Eliminate F&P intervention kit expenses. Add .5 FTE counselor.</p>
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<p>Original Goal from prior year LCAP:</p>	<p>Parents participate in school experiences that assist with student success.</p>	<p>Related State and/or Local Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p> <p style="margin-left: 20px;">All</p> <p>Grades: All</p>	

	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 50% of parents complete the annual school survey. • Increase the percentage of responding parents that view themselves empowered to help their child succeed. • The school will provide at least 2 school community building experiences each year. 	Actual Annual Measurable Outcomes:	<p>Annual survey administered in June. Data not yet available.</p> <p>The school provided over 20 community experiences this year including:</p> <p>Open House/Ice Cream Social Back to School Night High School Fair College Night Cafesitos Community Gatherings, cultural and celebratory events Workshops</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Allocate budget for parents participation activities and child care.	\$500 Supplemental Grant Funding object code: 2900, 3300	Parent meetings hosted at school, with child care provided to non-school age students. Food was provided at some meetings, as well.	\$631 Supplemental Codes - 2900: Other Classified Salaries, 4200: Books and Other Reference Materials & 5800: Professional/Consulting Services and Operating Expenditures

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide ESL classes		\$13,198 Supplemental Grant Funding object code: 5500	ESL classes were not provided. The school was not able to acquire an instructor or program that met the needs of the school and parents for 15/16.	na	
Scope of service:	All Grades: All		Scope of service:	na Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	This action/service will remain in-place for next year. Voices has located an ESL instructor and curriculum choice for implementation in the 16-17 SY. Expenditures are estimated to increase slightly				

Original Goal from prior year LCAP:	Students show growth on external measures.		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	English Learners	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Increase percent of students in identified significant subgroups below proficient level that demonstrate growth on the statewide assessment in language arts. • Identified sub group API will show growth as measured by state criteria. • Increase percent of ELs that show growth toward English proficiency as measured by CELDT. • Increase the percent of reclassified students that score proficient or above as measured by state criteria in ELA. 	Actual Annual Measurable Outcomes:	<p>State API measure has been eliminated.</p> <p><u>2014-15 Baseline Data:</u></p> <p>SBAC:</p> <p>70% below grade level in Math</p> <p>98% EL below grade level in Math</p> <p>49% FR/R below grade level in ELA</p> <p>76% EL below grade level in ELA</p> <p>30% of REP below grade level in ELA</p> <p>CELDT:</p> <p>52.6% EL's making progress towards English proficiency as measured by CELDT</p>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
CELDT Testing by AT's		\$10,200 Supplemental Grant Funding object code: 2100, 3300	Nine (9) Associate Teachers provide CELDT testing services during the summer for EL's. All students were succesfully tested.		\$11,102 Supplemental Codes - 2100: Classified Instructional Salaries, 3302: OASDI/Medicare/Alternative, classified positions & 3902: Other Benefits, classified positions
Scope of service:	Schoolwide Grades: All		Scope of service:	ALL Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	None
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Original Goal from prior year LCAP:	Students demonstrate growth on benchmark assessments	Related State and/or Local Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 Local:
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Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	Hispanic or Latino, Low Income Pupils, English Learners, Students with Disabilities	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Identified student sub group will demonstrate growth on the end of year benchmark assessment. Identified student sub groups will demonstrate growth on the end of the year benchmark ELA assessment. 	Actual Annual Measurable Outcomes:	2015-2016 Data not yet available: <u>2014-15 Baseline Data:</u> 60% EL's demonstrated growth on EOY MAP ELA 54% latinos demonstrated growth on EOY MAP ELA 53% socioeconomically disadvantaged demonstrated growth on EOY MAP ELA 27% EL's demonstrated growth on EOY MAP MATH 44% latinos demonstrated growth on EOY MAP MATH 44% socioeconomically disadvantaged demonstrated growth on EOY MAP MATH
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Establish and purchase benchmark assessments for ELA and Math.	\$1,084 Supplemental Grant Funding object code: 5500	Acuity assessments and NWEA MAP licenses were purchased for EOY assessment.	\$5,317 Supplemental Code - 5800: Operating Expenditures

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	There will be no changes to actions/services. Expenditures will be increased based on 15/16 actual expenditures.				

Original Goal from prior year LCAP:	All students attend school regularly, consistently, and on time.			Related State and/or Local Priorities: _1 _2 _3 _4 X 5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	All			
	Grades:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Decrease the average percent of students that are tardy on a daily basis.		Actual Annual Measurable Outcomes:	The average percent of daily students tardy in the 15/16 SY remained the same in 15/16 SY at 7%.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
SST Team will develop support services for truant students. Refer truant students to the SST process for monitoring and support.		\$2,000 Supplemental Grant Funding: object code: 2200, 3300, 3400	Some, but not all truant and tardy students were referred for an SST. A lack of accountability existed due to lack of a designated coordinator of services. Parent Liason spent portion of his time working with students that were referred for SST.		\$2,000 Supplemental Code - 2900: Other Classified Salaries
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>A Dean of Culture will be hired and will be accountable for reducing truancy and tardy rates. Goal will be incorporated into new goal for 16/17 SY</p>	

Original Goal from prior year LCAP:	All students are enrolled in a broad course of study as prescribed by the governing board.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 X7 _8 Local:	
Goal Applies to:	Schools:	All		
	Grades:	All		
Expected Annual Measurable Outcomes:	70% of grades will have at least two enrichment activities per year	Actual Annual Measurable Outcomes:	100% of students participated in at least 2 enrichment activities this year. Including YMCA, Yoga, Art, Handwriting, Typing, and Dance.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Allocate budget for arts curriculum licensing, materials and training: Purchase CCCS aligned comprehensive visual arts curriculum, and train AT's in arts curriculum.	\$17,222 Supplemental Grant Funding COde: 4300, 2100, 3300	Art in Action curriculum licensing materials were purchased. Associate Teachers were trained and delivered enrichment classes. Handwriting without tears, including typing, material purchased. Provide opportunity for students to learn Folklorico.	\$16,856 Supplemental Funds Codes - 4300: Materials and Supplies, 5200: Travel & 5800: Professional Services	
Scope of service:	All Grades: All		Scope of service:	All Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>Goal will be incorporated into new goal. Actions and Services will remain the same. Expenditures will be increased to allow for more services.</p>	

Original Goal from prior year LCAP:	All students will become proficient in science and scientific thinking.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 X7 X8 Local:	
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	All grades will have UbD science units.		Actual Annual Measurable Outcomes:	All grades have NGSS aligned UbD units
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Costs related to specialized materials for UbD units: Purchase equipment and materials needed for units.		\$3,000 Supplemental Grant Funding object code: 4300	Classroom materials needed to execute and implement the UbD units were purchased (see update below).	
n/a - duplicate				
Scope of service:	All Grades: All		Scope of service:	NA Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>Goal duplicated in 15/16 LCAP. Expenses reflected in Goal "Voices Academy will use standards aligned instructional materials, curricula, and technology that will prepare students for college and career success".</p> <p>This goal will be eliminated as the school will shift focus to fully codifying ELA and Math units.</p>	

Original Goal from prior year LCAP:	All students will become proficient bilingual speakers, readers and writers.			Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 X 8 Local:	
Goal Applies to:	Schools:	All			
	Grades:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Increase the percent of students that read at grade level in their L2 by end of 8th grade. Increase the percent of students that score an Overall score of 3 or higher on the LAS in their L2. 	Actual Annual Measurable Outcomes:	15/16 LAS and 8th grade L2 data not yet available.		
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Purchase LAS Links to measure Spanish Language Development.		\$3,218 Supplemental grant funding object code: 4300	LAS Links licenses were purchased to assess all students on Spanish language proficiency.		\$2,431 Supplemental Code - 5800: Operating expenses
Scope of service:	ALL Grades: All		Scope of service:	All Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>Goal, action and services will remain the same. This goal will be incorporated into a a new goal for 16/17</p>	

Original Goal from prior year LCAP:	All students will show growth on the PFT		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 X 8 Local:	
Goal Applies to:	Schools:	All		
	Grades:	5th		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Increase the percent of 5th grade students that are in the Healthy Fitness Zone (HFZ) on the PFT.		Actual Annual Measurable Outcomes:	<p>In 13/14 SY, 30.9% of 5th grade students met at least 5 out of 6 standards in the HFZ on the PFT.</p> <p>In 14/15 SY, 65.4% of 5th grade students met at least 5 out of the 6 standards in the HFZ on the PFT.</p> <p>This represents an increase of 34.5%.</p> <p>15/16 data not yet available.</p>
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Secure contractor for fitness class with outside agency.	\$10,000 Supplemental Grant Funding object code:5500	<p>A contract was entered into with the YMCA to provide one and a half (1.5) hours of instructional class per week for 5th graders, with the exception of agreed upon dates. In addition the YMCA is to provide two (2) hours of Field Day support and two (2) hours of planning, preparation and set up in advance.</p> <p>A second contract was entered into with The Hub for Direct Community Action to provide yoga class.</p>	\$45,733 Supplemental Code - 2100: Classified Instructional Salary, 3302: Payroll taxes, classified & 5800: Contracted services	

Scope of service:	All Grades: 5th		Scope of service:	All Grades: 5th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide transportation, equipment and other expenses as needed to participate in the FMSD intramural K-8 league.		\$8,000 Supplemental Grant Funding object code: 5800	Provided a stipend for a intramural coach and purchase uniforms for team. Costs for transportation were provided by a FMSD grant.	\$1,636 Supplemental Code - 1100: Certificated Teachers' Salaries, 4300: Materials and Supplies & 4400: Noncapitalized Equipment	
Scope of service:	All Grades: 5th		Scope of service:	All Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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What changes in actions, services, and expenditures

This goal will be eliminated and incorporated into Goal 2 for 16/17 and the fitness service will be expanded to include all grades.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	437262
<p>Voices College Bound Language Academy (Voices) will receive \$437,262 in Supplemental Local Control Funding Formula Funds in 2016-17. This amount will decrease to \$407,516 in 2017-18. These funds are calculated based on the number of English learners, students identified as low income, and redesignated fluent English proficient pupils.</p> <p>Voices will offer a variety of programs and supports specifically for English learners, low income students and foster youth. These include: Academic coaches for teachers; BTSA induction for qualified teachers; secure and maintain a suitable facility to serve student needs; purchase adaptive technology based reading and math in class and intervention program; provide a counselors to provide student counseling services; implement community building events; develop additional parent participation activities and engagement opportunities; establish benchmark assessments for ELA and Math and purchase licenses for testing and assessment systems; Hire Dean of Culture to enforce truancy policies and procedures and support students and families; hire a Students Services Manager to coordinate all services for at-risk students; implement an arts curriculum; secure enrichment contracts with external enrichment specialists; and secure an external provider for fitness curriculum. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole but will also have a disproportionately positive impact on the targeted subgroups.</p> <p>Voices recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups and are school-wide programs. While the majority of students served will be focus students (seventy percent or more), there may other students in need that Voices does not want to ignore. By providing the services identified without limitations, Voices will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Voices Local Control and Accountability Plan and addresses the needs of our school's English learners, low Income students and foster youth.</p>	

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

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

12.40	%
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Voices recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups and re school-wide programs. While the majority of students served will be focus students (seventy percent or more), their may be other students in need that Voices does not want to ignore. By providing the service identified without limitations, Voices will best serve all students, especially focus students. The full list of expenditures is aligned with the goals of the Voices Local Control and Accountability Plan and address the needs of our school's English learners, low income students and foster youth.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1– June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1– June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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