

Introduction:

Beginning July 1, 2013, the State of California implemented a new method of funding public schools called the Local Control Funding Formula (LCFF). This formula is structured to allow for local decision-making for our schools based on Eight Priorities established by the California Department of Education:

Student Achievement

Student Engagement

School Climate

Basic Services

Parent Involvement

Course Access

Implementation of Common Core State Standards

Other Student Outcomes

The process of gathering stakeholder input for the school Local Control Accountability Plan (LCAP) ensures that the funding is targeted to meet the needs of our students. In the 15/16 school year, Voices provided over 21 opportunities for parent and staff input, including VPAC, ELAC, Cafecito and teacher meetings, as well as numerous formal and informal surveys.

In 2015-16, Voices Academy at Mt. Pleasant served a student population of approximately 105 students in grades TK-1st grades.

Qualified for Free/reduced lunch status - 67%

English Learners - 80%

Special Education - 9%

Our key LCAP Goals for 16/17 School year are:

1. Voices will recruit, hire, and develop highly qualified teachers that will deliver high quality Common Core standard based instruction.
2. Voices instructional strategies, interventions and support services will be designed to support EL's and other struggling subgroups. Voices will use standards aligned instructional materials, curriculum, resources and technology that will prepare students for college and career success. All Voices students will become proficient bilingual speakers, readers and writers.
3. Voices Parents participate in school experiences that assist with student success.
4. Voices will maintain an engaging, positive and safe school culture and environment.

Voices will expend LCAP funding for for the 16/17 School year in order to attain these goals. Some of the Key Actions or Services include:

- Voices has restructured its teacher salary scale and provided a raise in order to attract and retain high capacity and mission aligned teachers.
- Voices has purchased an adaptive-technology based reading and math program licenses for in class and intervention personalized student learning opportunities.
- The Parent Liaison time has been increase from .5 FTE to 1.0 FTE.
- Enrichment services will be provide for students.
- A custodian will provide regular maintenance and custodial services of school facility and adequate supplies will be provided.

LEA: Voices College-Bound Language Academy at Mt. Pleasant

Contact: Frances Teso, CEO, fteso@voicescharterschool.com, (408)791-1609

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

All correspondence and meetings held in English and Spanish.

Parents:

9/16/2015 climate/facility	Cafecito con la directora campus appearance	School
10/2/2015	Parent Survey	School Climate
10/14/2015	Cafecito con la directora	School climate
10/28/2015	Cafecito con la directora permanent playground	School climate
10/30/2015 Parent involvement	Parent Leadership Meeting	school programs,
11/25/2015 results/data	Cafecito con la directora	Student
12/7/2015 culture/climate	Parent Survey Parents happy with student presence of values. Parents expressed that students have really embodied the school values. Communication between the school and home has increased but can be better.	School Culture and strong
1/17/2016 Attendance/safety	cafecito con la directora traffic around campus	
1/27/2016 results/data	ELAC Meeting	Student
2/5/2016 involvement/facility	Campus Beautification	Parent
02/17/ 2016 results/data	Coffee with Principal	Student

From teachers and parents:

- Desire to retain and recruit mission aligned, well trained staff. (see Goal #1)
- Desire to keep focus and priority on student achievement and motivation (see Goal # 2 and #3)

3/4/2016 results/data	ELAC Meeting	Student	
3/22/2016 Involvement Scholarship.	Parent Survey interest in workshops geared to our value	Parent	
4/1/2016	ELAC Meeting	school programs	
4/5/2016	Coffee with Business Manager	Attendance	
4/11/2016	Parent leadership Meeting	School climate	
4/22/2016	Cafecito con la directora	School climate	
Staff:			
Date	Meeting Time	LCAP Category	Staff Concerns
2/17/2016	All Staff Meeting	Culture: Mission/ Vision	
3/11/2016	All Staff Meeting	Academics EOY goals	
3/14/2016	Informal conversation	Teacher Pay	Want o take sure teacher pay is competitive so that we recruit and retain high quality, mission-aligned teachers.
5/4/2016	LCAP Survey	LCAP Goals	Staff stated that Voices should prioritize student achievement

<p>Annual Update:</p> <p>This is the first year of operation for Voices MH. There was no data to analyze or compare to Expected Measurable Outcome. Annual Update meetings were focused on 15/16 goals, actions and services, and current needs. All correspondence and meetings held in English and Spanish.</p> <p>Parents:</p> <p>9/16/2015 Cafecito con la directora</p> <p>10/28/2015 Cafecito con la directora</p> <p>Staff:</p> <p>2/17/2016 All Staff Meeting</p>	<p>Annual Update:</p> <p>Not applicable. This was Voices inaugural year and there was no prior EOY data and Outcomes to analyze.</p>
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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, hire and develop highly qualified teachers that will deliver high quality Common Core standards based instruction.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 _7 X 8 Local: N/A
Identified Need:	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).	
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 of 70%).</p> <p>Increase percent of teachers that express satisfaction with the support they receive from their coach on end of year teacher survey (compared to prior year rate with an ultimate goal of >80%).</p> <p>State summative data will show a 5% growth overall (students at r above standards in language arts and math) compared to prior year levels.</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,mission aligned 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, \$53,600 avg per teacher (7.0 FTE [teachers]) Codes 1000s: Certificated Salaries \$375,270 + 3000s: Benefits, certificated positions \$91,600 LCFF Base: 1100 - \$294,050 & 3000s - \$78,620 EPA: 1100 - \$28,720 & 3000s - \$3,280 State and Federal Special Education Funds: 1200 - \$26,000 & 3000s - \$4,800 Title I: 1100 - \$26,500 & 3000s - \$4,900</p>
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<p>Teacher Development: an instructional .5 FTE coach 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>0.5 FTE Instructional Coach Supplemental Grant Funding Codes - 1300: Certificated Supervisors' and Administrators' Salaries + 3000s: Benefits and payroll taxes (3100, 3301, 3401, 3501, 3601, 3901) 1300 - \$31,620 & 3000s - \$8,810</p>
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<p>Provide teacher professional development: 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>\$3,750 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 of 70%).</p> <p>Increase percent of teachers that express satisfaction with the support they receive from their coach on end of year teacher survey (compared to prior year rate with an ultimate goal of >80%).</p> <p>State summative data will show a 5% growth overall (students at or above standards in language arts and math) compared to prior year levels.</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>Voices has restructured its salary scale and provided a salary raise for teachers in order to attract and retain high capacity,mission aligned 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, \$54,800 avg per teacher (10.5 FTE [teachers]) Codes 1000s: Certificated Salaries \$575,700 + 3000s: Benefits, certificated positions \$153,700 LCFF Base: 1100 - \$406,430 & 3000s - \$109,720 EPA: 1100 - \$33,620 & 3000s - \$8,980 State and Federal Special Education Funds: 1200 - \$108,600 & 3000s - \$29,500 Title I: 1100 - \$27,050 & 3000s - \$5,500</p>
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<p>Teacher Development: an instructional .5 FTE coach 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>0.5 FTE Instructional Coach Supplemental Grant Funding Codes - 1300: Certificated Supervisors' and Administrators' Salaries + 3000s: Benefits and payroll taxes (3100, 3301, 3401, 3501, 3601, 3901) 1300 - \$32,250 & 3000s - \$8,810</p>
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<p>Provide teacher professional development: 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>\$3,900 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 of 70%).</p> <p>Increase percent of teachers that express satisfaction with the support they receive from their coach on end of year teacher survey (compared to prior year rate with an ultimate goal of >80%).</p> <p>State summative data will show a 5% growth overall (students at or above standards in language arts and math) compared to prior year levels.</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>Voices has restructured its salary scale and provided a salary raise for teachers in order to attract and retain high capacity,mission aligned 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, \$55,600 avg per teacher (14 FTE [teachers]) Codes 1000s: Certificated Salaries \$778,500 + 3000s: Benefits, certificated positions \$223,700 LCFF Base: 1100 - \$571,170 & 3000s - \$164,030 EPA: 1100 - \$41,330 & 3000s - \$11,870 State and Federal Special Education Funds: 1200 - \$110,800 & 3000s - \$31,900 Title I: 1100 - \$55,200 & 3000s - \$15,900</p>
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<p>Teacher Development: an instructional 1.0 FTE coach 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 Supplemental Grant Funding Codes - 1300: Certificated Supervisors' and Administrators' Salaries + 3000s: Benefits and payroll taxes (3100, 3301, 3401, 3501, 3601, 3901) 1300 - \$65,800 & 3000s - \$19,050</p>
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<p>Provide teacher professional development: 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>\$4,140 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:	<p>Voices instructional strategies, interventions and support services will be designed to support EL's and other struggling subgroups.</p> <p>Voices will use standards aligned instructional materials, curriculum, resources, and technology that will prepare students for college and career success.</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 _5 _6 _7 _8 Local: N/A</p>		
Identified Need:	<p>58% of ELs entered at beginning or early intermediate CELDT levels.</p> <p>41% of kindergarten student entered below the National Mean on the Phelps Kindergarten Readiness Scale (PKRS).</p>			
Goal Applies to:	<p>Schools: All</p> <p>Grades: All</p>			
Applicable Pupil Subgroups:	All			
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p>Increase the percentage of students that score an Overall score of 3 or higher on the LAS Links Spanish assessments as compared to prior years.</p> <p>There will be an increase in the percentage of students at or above grade level as indicated by state summative data as compared to prior year levels (17/18 Baseline school year).</p>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Adaptive technology-based reading and math program licenses will be purchased for in-class and intervention personalized learning opportunities.</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 = \$2,380 DreamBox \$22.50 * all students = \$3,780 Object Code - 4400: Noncapitalized Equipment Supplemental Funds \$3,167 Title III \$ 2,993</p>
<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 \$154 Supplemental funds Object Code - 5500 : Operations and Housekeeping Services</p>

<p>Purchase benchmark assessments (Illuminate, NWEA, & PKRS).</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>\$2,055 Supplemental Funding Code - 5500: Operations Illuminate \$2.50/student (K+) NWEA Science \$2.50/student (2+) NWEA Math, Reading & Language \$11 /student (2+) PKRS Flat \$434 + Cola</p>
<p>Associate Teacher will administer CELDT assessment to EL students during summer break.</p>	<p>All Grades: All</p>	<p>_ 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</p>	<p>\$410 Supplemental Funds Codes - 2100 : Classified Instructional Salaries</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the percentage of students that score an Overall score of 3 or higher on the LAS Links Spanish assessments as compared to prior years. There will be an increase in the percentage of students at or above grade level as indicated by state summative data as compared to prior year levels (17/18 Baseline school 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>Adaptive technology-based reading and math program licenses will be purchased for in-class and intervention personalized learning opportunities.</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 = \$7,140 DreamBox \$22.50 * all students = \$5,040 Object Code - 4400: Noncapitalized Equipment Supplemental Funds \$8,197 Title III \$ 3,983</p>
<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 \$462 Supplemental funds Object Code - 5500 : Operations and Housekeeping Services</p>

<p>Purchase benchmark assessments (Illuminate, NWEA, & PKRS).</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>\$2,845 Supplemental Funding Code - 5500: Operations Illuminate \$2.50/student (K+) NWEA Science \$2.50/student (2+) NWEA Math, Reading & Language \$11 /student (2+) PKRS Flat \$434 + Cola</p>
<p>Associate Teacher will administer CELDT assessment to EL students during summer break.</p>	<p>All Grades: All</p>	<p>_ 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</p>	<p>\$410 Supplemental Funds Codes - 2100 : Classified Instructional Salaries</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the percentage of students that score an Overall score of 3 or higher on the LAS Links Spanish assessments as compared to prior years.</p> <p>There will be an increase in the percentage of students at or above grade level as indicated by state summative data as compared to prior year levels (17/18 Baseline school 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>Adaptive technology-based reading and math program licenses will be purchased for in-class and intervention personalized learning opportunities.</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 = \$11,900 DreamBox \$22.50 * all students = \$6,300 Object Code - 4400: Noncapitalized Equipment Supplemental Funds \$13,205 Title III \$ 4,995</p>
<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 \$770 Supplemental funds Object Code - 5500 : Operations and Housekeeping Services</p>

<p>Purchase benchmark assessments (Illuminate, NWEA, & PKRS).</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>\$3,507 Supplemental Funding Code - 5500: Operations Illuminate \$2.50/student (K+) NWEA Science \$2.50/student (2+) NWEA Math, Reading & Language \$11 /student (2+) PKRS Flat \$434 + Cola</p>
<p>Associate Teacher will administer CELDT assessment to EL students during summer break.</p>	<p>All Grades: All</p>	<p>_ 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</p>	<p>\$410 Supplemental Funds Codes - 2100 : Classified Instructional Salaries</p>

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:	80%EL 67% FR/R 41% of Kinders score below National Mean on PKRS Parent survey indicated that school focus should continue to be student academic success.			
Goal Applies to:	Schools:	All		
		Grades: All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	Increase 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

Increased parent liaison time to 1.0 FTE to develop and promote parent involvement to achieve student success.	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	\$48,560 Salary & Benefits Supplemental Grant Funding Object Code - 2200 Classified Support Salaries + 3000s Benefits and payroll taxes (3302, 3402, 3502, 3602, 3902) 2200 - \$37,540 & 3000s - \$11,020
Provide child care and incentives for parent meeting/involvement.	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	\$1,000 Supplemental Code - 2900: Other Classified Salaries, 3000s: Benefits and Payroll Taxes, 5800: Operating Expenditures
Provide a yearly parent climate and culture survey.	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	\$400 Supplemental Code - 5800: Operating Expenditures
LCAP Year 2			

Expected Annual Measurable Outcomes:	Increase 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
1.0 FTE parent liaison will develop and promote parent involvement.	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	\$49,390 Salary & Benefits Supplemental Grant Funding Object Code - 2200 Classified Support Salaries + 3000s Benefits and payroll taxes (3302, 3402, 3502, 3602, 3902) 2200 - \$38,290 & 3000s - \$11,100
Provide child care and incentives for parent meeting/involvement.	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	\$1,000 Supplemental Code - 2900: Other Classified Salaries, 3000s: Benefits and Payroll Taxes, 5800: Operating Expenditures

Provide a yearly parent climate and culture survey.	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	\$500 Supplemental Code - 5800: Operating Expenditures
LCAP Year 3			
Expected Annual Measurable Outcomes:	Increase 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
1.0 FTE parent liaison will develop and promote parent involvement.	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	\$50,250 Salary & Benefits Supplemental Grant Funding Object Code - 2200 Classified Support Salaries + 3000s Benefits and payroll taxes (3302, 3402, 3502, 3602, 3902) 2200 - \$39,050 & 3000s - \$11,200

Provide child care and incentives for parent meeting/involvement.	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	\$1,000 Supplemental Code - 2900: Other Classified Salaries, 3000s: Benefits and Payroll Taxes, 5800: Operating Expenditures
Provide a yearly parent climate and culture survey.	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	\$600 Supplemental Code - 5800: Operating Expenditures

GOAL:	Voices will maintain an engaging, positive and safe school culture and environment.		Related State and/or Local Priorities: X 1 _2 _3 _4 X5 X6 X7 X8 Local: N/A	
Identified Need:	Parent input indicates need to focus on facility improvements and campus appearance.			
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	80% of parents will indicate they are satisfied with school culture and environment on the annual survey.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Contract and/or purchase enrichment activities/curriculum for students including CCCS aligned arts enrichment curriculum licensing and materials, fitness, typing Without Tears, dance, etc.	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	\$5,000 Supplemental Code - 4300: Materials and Supplies, 5200: Travel, & 5800: Professional Services

<p>Provide regular maintenance and custodial services of school facility with adequate supplies.</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>\$15,241 Base Funds \$51,799 Supplemental Codes - 2900: Other Classified Salaries, 3000s: Benefits & Payroll Taxes, 4300: Materials and supplies, & 5600 Repairs and Noncapitalized improvements</p>
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LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>80% of parents will indicate they are satisfied with school culture and environment on the annual survey.</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>
<p>Contract and/or purchase enrichment activities/curriculum for students including CCCS aligned arts enrichment curriculum licensing and materials, fitness, typing Without Tears, dance, 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>\$5,000 Supplemental Code - 4300: Materials and Supplies, 5200: Travel, & 5800: Professional Services</p>

<p>Provide regular maintenance and custodial services of school facility with adequate supplies.</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>\$90,280 Supplemental Codes - 2900: Other Classified Salaries, 3000s: Benefits & Payroll Taxes, 4300: Materials and supplies, & 5600 Repairs and Noncapitalized improvements</p>
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LCAP Year 3

<p>Expected Annual Measurable Outcomes:</p>	<p>80% of parents will indicate they are satisfied with school culture and environment on the annual survey.</p>
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<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>Contract and/or purchase enrichment activities/curriculum for students including CCCS aligned arts enrichment curriculum licensing and materials, fitness, typing Without Tears, dance, 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>\$5,000 Supplemental Code - 4300: Materials and Supplies, 5200: Travel, & 5800: Professional Services</p>

<p>Provide regular maintenance and custodial services of school facility with adequate supplies.</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>\$116,380 Supplemental Codes - 2900: Other Classified Salaries, 3000s: Benefits & Payroll Taxes, 4300: Materials and supplies, & 5600 Repairs and Noncapitalized improvements</p>
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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 MP will recruit, develop, hire, assign and maintain highly qualified faculty and staff.		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	All Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	At least 50% of teachers will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. 50% of teachers will express satisfaction with the level of support they receive from the principal ad coach.	Actual Annual Measurable Outcomes:	80% of teachers expressed satisfaction with the level of support they received from their principal and coach. NA: % teachers fully credentialed- 15/16 baseline year	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Provide principal leadership training.		\$10,000 Supplemental Grant Funding object code: 5100	Provide principal leadership training through the Innovate Principal Fellowship \$10,000 Supplemental Code - 5800: Professional Services (staff development)	
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>Provide teacher professional development: BTSA Induction for qualified teachers.</p>		<p>\$6,000 Supplemental Grant Funding object code: 5100</p>		<p>Beth what was the PD? \$1,175 Supplemental Funding Code 5800: Professional Services (staff development)</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All</p> <p>Grades:</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>_ 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>	

Provide .5 FTE academic coach to support teachers and assist in delivering professional development.		\$31,612 Supplemental Grant Funding object code: 1300, 3100, 3301, 3401	A .5 FTE coach and a .2 FTE of principal time supported teachers in and out of the classroom. The coach also planned and facilitated professional development.		0.5 FTE Instructional Coach \$35,195 Supplemental Grant Funding Object Code - 1300: Certificated Supervisors' and Administrators' Salaries + 3000s Benefits and payroll taxes (3100, 3301, 3401, 3501, 3601, 3901) 1300 - \$28,908 & 3000s - \$6,287 Add.2 FTE principal?
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 administration professional development: Provide CBO training for Business Manager		\$8,000 Supplemental Grant Funding object code: 5100	CBO training was not provide due to Business Manger transition mid-year. BM was provided Educational Pioneers training.		\$129 Supplemental Funding Code 5800: Professional Services (staff development)
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		Actions/services for this goal will be added for 16/17. Based on data and stakeholders input, we will adopt a new salary structure in order to attract and retain mission aligned and highly desirable teachers.			

Original Goal from prior year LCAP:	Voices MP will use standards aligned instructional materials, curricula, resources and technology that will prepare students for college and career success.			Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 X 7 _8 Local:	
Goal Applies to:	Schools:	All			
	Grades:	All			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> All students will use technology to access academic content and performance standards (as applicable to charter schools) via the blended learning model of instruction. Voices Academy will meet goals as outlined in the technology Plan. 		Actual Annual Measurable Outcomes:	We have implemented a 2:1 student iPad ratio for TK-1st grade levels. We currently have 60 iPads and all classrooms have projectors.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
			Budgeted Expenditures	Estimated Actual Annual Expenditures	
Provide 50% time of technology staff as determined in the Technology Plan, including part time school Site Technician.			\$12,789 Supplemental Grant Code object code: 2900, 3300	A School Site Technician was not hired as the Voices CMO provide support was adequate.	
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>Expenditures will be adjusted for new technology purchases for new grades. Goal will be incorporated into Goal #2.</p>	

Original Goal from prior year LCAP:	Voices MP instructional strategies, interventions, and support services will be designed to support ELs and other at-risk subgroups to gain academic content knowledge and English language proficiency.		Related State and/or Local Priorities: _1 X 2 _3 X 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"> Establish percent of ELs making progress towards EL proficiency as measured by CELDT. All grades will implement the academic content and performance standards, as applicable to charters schools. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> EL proficieny progress rates not yet avialble. All grades implemented academic content and performance standards as applicable to charter schools. EOY benchmark assessment data not yet available.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Coach and principal will provide yearly SIOP, Systematic ELD, new CA ELD Standards, and CCCS professional development for teachers as needed.	\$1,000 Supplemental Grant Funding object code: 5100	The principal and coach provided SIOP, Systematic ELD and CCCS professional development to teachers during the SY.	\$5,871 Codes - 4100 : Approved Text books and Core Curricula Materials, 4300: Materials and Supplies \$13,673 Public Charter School Grant Funds

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		
Purchase Universal screening assessment for TK and K students to identify at-risk students early on.		\$1,000 Supplemental Grant Funding object code: 4300	The universal screening assessment PKRS was purchased to identify at-risk students early-on.	\$1,150 Codes - 2100 : Classified Instructional Salaries and 4300: Materials and Supplies \$716 Supplemental Funds \$434 Public Charter School Grant Funds	
Scope of service:	All Grades: All		Scope of service:	All Grades: All	

<p><input 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 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</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>
<p>What changes in actions, services, and expenditures</p>	<p>Actions/services for 16/17 will include benchmark purchase (Illuminate and NWEA) and Associate Teacher summer CELDT testing. Expenditures will be increased accordingly.</p>	

Original Goal from prior year LCAP:	<ul style="list-style-type: none"> Parents participate in school experiences that assist with student success. Parents participate in school and C MO decision-making entities. Parents and students will demonstrate high satisfaction with academic program and school operation, 		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	All		
		Grades: All		
Applicable Pupil Subgroups:		All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Establish baseline of percentage of responses to parent surveys. Establish percentage of parent satisfaction 		Actual Annual Measurable Outcomes:	Parent survey results not available until June 2016.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Employ a 50% Parent Liaison to <ul style="list-style-type: none"> develop and promote parent involvement. codify and calendar grade-specific parent workshop curriculum. 		\$19,809 supplemental Grant Funding object code: 2200, 3300	A .5 FTE parent liaison was hired and promoted parent involvement, including providing parent workshops. Regular maintenance, custodial services and supplies for school facility were also provided.	
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 child care and incentives for parent meetings/workshops.		\$1,000 Supplemental Grant Funding object code: 2900, 3300	Child care services were provided for parent meetings and snack incentives.	\$579 Supplemental Codes - 2900: Other Classified Salaries & 5800: 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	
What changes in actions, services, and expenditures	Goal will be expanded to include maintenance of facilities based on parent input.			

Original Goal from prior year LCAP:	<ul style="list-style-type: none"> Students will be thoughtful, engaged citizens of a 21st century world. All students will demonstrate strong civic skills. 		Related State and/or Local Priorities: _1 _2 _3 _4 X5 X6 _7 _8 Local:		
Goal Applies to:	Schools:	All			
		Grades: All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> The Charter School will receive a <3% yearly suspension rate The Charter School will receive a <3% yearly suspension rate Maintain an average daily attendance rate of 97% or higher 		Actual Annual Measurable Outcomes:	Voices MP had a <01% suspension and 0% expulsion rate for the year. Voices MH attained a 93% attendance rate as of 5/16.	
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide a yearly parent climate and culture survey to all applicable stakeholders (students, parents, and teachers).		\$1,000 Supplemental Grant Funding object code: 5800	A parent survey was purchased and administered.		\$375 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>This goal will be eliminated and services/actions will be incorporated into goal # 4</p>	

Original Goal from prior year LCAP:	<ul style="list-style-type: none"> All students are enrolled in a broad course of study as prescribed by the Charter School governing board and charter All students will become proficient bilingual speakers, readers and writers All students will reach high standards in mathematical skills and content All students will reach high standards in science concepts and scientific thinking All students will reach high standards in social science practices and content All students will become proficient users of technology All students will show growth on the PFT 			Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:	
Goal Applies to:	Schools:	All			
Applicable Pupil Subgroups:		All			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Establish baseline percent proficient on benchmark assessments and standardized tests. Students will engage in a t least two enrichment activities per year. 	Actual Annual Measurable Outcomes:	100% of students had at least two enrichment activities during the SY. Enrichment has included Art in Action, Handwriting without Tears and YMCA.		
LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Provide field trips to enhance the science and social studies UbD units of study.		\$2,800 Supplemental Grant funding oboect code: 5800	All grades/students participated in field trips that enhanced science units of study. \$4,287 Supplemental Code - 5800: Operating expenses		
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	
LAS licensing and AT LAS testing for summer.		\$3,600 Supplemental Grant Funding object code: 2100, 3100, 4300	LAS licensing was purchased and Associate Teachers provided testing.	\$986 Supplemental Codes - 2100: Classified Instructional Salaries & 5500 : Operations
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	

Hire YMCA or other outside agency to provide fitness enrichment		\$5,000 Supplemental Grant Funding objecct code: 5800	The YMCA was hired to provide fitness enrichment.		\$2,800 Supplemental Code - 5500: Operatio ns
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		This goal will be eliminated and actions/services will be incorporated into Goal #4.			

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:	155828
<p>Voices College Bound Language Academy (Voices) will receive \$155,828 in Supplemental Local Control Funding Formula Funds in 2016-17. This amount will increase to \$172,331 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; secure and maintain a suitable facility to serve student needs; purchase adaptive technology based reading and math in class and intervention program; increase parent liaison time; implement community building events; develop additional parent participation activities and engagement opportunities; purchase licenses for Math and ELA assessment systems; implement an arts curriculum; secure enrichment contracts with external enrichment specialists. 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.

12.25	%
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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).