Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name: Voices College-Bound Language Academy (Franklin McKinley)
Contact Name and Title: Frances Teso, CEO
Email and Phone: fteso@voicescharterschool.com

2019-22 Plan Summary

The Story
Describe the students and community and how the LEA serves them.

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

We currently serve 479 Kindergarten-8th Grade students across our school. Our student population is 43% English learner (EL) and 62% are classified as Low Income, our LCFF Unduplicated count is 79%. Our students represent a variety of backgrounds and experiences, with our most significant populations identifying as Hispanic/Latino; other ethnicities include White, African American, and Asian.

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

LCAP Highlights
Identify and briefly summarize the key features of this year’s LCAP.
Our 2018-19 engagement with students, families, staff, and the community throughout the school year affirmed our school priorities and unified us to move forward together to reach our goals.

- **GOAL 1:** High quality teachers: Voices will recruit, develop, hire, and maintain highly qualified teachers that will deliver high quality Common Core standard based instruction. 3 actions/services $1,797,591
- **GOAL 2:** Engaging, Positive Culture: Voices will maintain an engaging, positive, and safe school culture and environment. 4 actions/services $507,548
- **GOAL 3:** Strong instructional strategies and support services: Voices Academy instructional strategies, interventions and support services will be designed to support ELs and other struggling subgroups. All students will become proficient bilingual speakers, readers and writers. 6 actions/services $1,181,001
- **GOAL 4:** Parents for student success: Parents will participate in school experiences that assist with student success. 2 actions/services $145

**Review of Performance**

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

**Greatest Progress**

Based on the California Dashboard, Voices has maintained it’s ELA SBAC results from the previous school year, and grown in the following areas;

- Voices students increased 23.3 points in Math on the SBAC overall
- In Math, current English learners increased 36.6 points, Reclassified English learners increased 27.2 points, Hispanic students increased 24 points and socioeconomically disadvantaged students increased 23.6 points on SBAC
- Reclassified students increased 7.1 points in ELA, leading our Reclassified English Learners averaging 37.7 points above the standard in ELA on the SBAC. Current English Learners increased by 9 points in ELA.
- Students with disabilities increased 29.9 points in Math and 21.4 points in ELA on the SBAC
- Voices is green on the California Dashboard for its performance in ELA in the Hispanic and Socioeconomically disadvantaged subgroups. Voices is also on green for Math in English Learners, Hispanic and Socioeconomically disadvantaged.

In addition to academics, the California Dashboard shows our chronic absenteeism percentage has declined 1.2%, ending with a 4.1% chronic absenteeism rate overall.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant
improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**Greatest Needs**

Reviewing the California Dashboard, there are a few areas in the “Orange Zone” to be identified as focus areas for the upcoming 2019-20 year.

- Our suspension rate has increased 1.9%
- Students with disabilities have experienced significant growth in ELA, however they remain more the 50 points below the standard being met.
- English Learner Students are 11.6 points below the standard being met in ELA.

Suspensions: Our school has created a team to investigate the increase in suspensions and to develop a plan for the following year.

Based on current benchmark and interim assessments, the following areas have been identified as areas of focus:

**Reading:** There is still a large percentage of students in grades K-2 that are not on grade-level in reading. We will continue to focus on guided reading in these grades. Our network will support us with professional development and we will focus on observations and feedback.

**English Language Arts:** Increase the percentage of students proficient on interim assessments in ELA. We are wrapping up our first year with ELA as our school priority and looking forward to making it the priority next year as well. We have adopted a new curriculum for 2nd through 4th grade in ELA and will work closely with our network support staff and external professional development.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**Performance Gaps**

After reviewing the California Dashboard, students with disabilities and English Learners are performing lower in ELA.

We have a focus on co-teaching and supporting our special populations this year. Our teachers are receiving bi-weekly training on how to provide classroom modifications to lessons and we are training all our teachers, including Special Education teachers, on how to provide stronger differentiation.

This past year we also assigned an English Language Development teacher for students in grades 4th - 8th grade.

Next year, we are focusing on training General Education teachers and Special Education teachers on MTSS at our school. We will focus on tier I and tier II strategies. Our network will focus on strengthening the Student Success Team process as well.

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.
**Schools Identified**
Identify the schools within the LEA that have been identified for CSI.

[N/A]

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

[N/A]

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

[N/A]

**Annual Update**
**LCAP Year Reviewed: 2018-19**
Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

**Goal 1**

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

State and/or Local Priorities addressed by this goal:

State Priorities: [1, 2, 4]
Local Priorities: []

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Voices will decrease the percentage of teachers on waiver by 5% (as compared to prior year, with an ultimate goal of &lt;15%) and retain high capacity teachers (as compared to prior year, with an ultimate goal 70%).]</td>
<td>[In the 2018-19 school year, we retained 74% of teachers from the previous school year. This was a slight decrease from the 80% we retained in 2017-18. 100% of our teachers are credentialed or hold an appropriate permit. 0% are on a waiver.]</td>
</tr>
</tbody>
</table>
State summative data will show a 5% growth overall (students at or above standard in language arts and math) compared to prior year levels.

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).

<table>
<thead>
<tr>
<th>Year</th>
<th>Smarter Balanced ELA</th>
<th>Smarter Balanced Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>57% at or above standard</td>
<td>40% at or above standard</td>
</tr>
<tr>
<td>2018</td>
<td>57% at or above standard</td>
<td>52% at or above standard</td>
</tr>
</tbody>
</table>

(Data from CAASPP)

Based on our EdFuel Survey from 18-19, teachers across the network rated 3.0 out 5.0 in regards to feeling supported from leadership.

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each.

Duplicate the table as needed.

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Voices has restructured its salary scale and provided a salary raise for teachers in order to attract and retain high capacity teachers. Certificated Personnel Salary + Benefits (salary increase range 2% - 19%).]</td>
<td>[Voices salary scale provided a salary raise for teachers in order to attract and retain high capacity teachers.]</td>
<td>[Total: $1,550,285 (a) $1,201,940 (b) 348,345]</td>
<td>[$1,570,826 Total (a) $1,244,021 (b) $326,804]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LCFF Base (a), (b)</td>
<td>LCFF Base (a), (b)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPA (a), (b)</td>
<td>EPA (a), (b)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title I (a), (b)</td>
<td>Title I (a), (b)</td>
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<tr>
<td></td>
<td></td>
<td>Object Code: (a) 1000s (b) 3000s</td>
<td>Object Code: (a) 1000s (b) 3000s</td>
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</tbody>
</table>

**Action 2**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>[The instructional coach and principal will continue to support staff in the classroom and with professional developments.]</td>
<td>[The instructional coach and principal continued to support in the classroom and with professional developments.]</td>
<td>[$202,588 Total (a) $157,067 (b) $45,521]</td>
<td>[$212,765 Total (a) $168,500 (b) $44,265]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LCFF S/C (a), (b)</td>
<td>LCFF S/C (a), (b)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Object Code: (a) 1000s (b) 3000s</td>
<td>Object Code: (a) 1000s (b) 3000s</td>
</tr>
</tbody>
</table>
## Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
</table>
| [Provide BTSA induction for qualified teachers.]

| [4 teachers were inducted into BTSA this year.] | [$14,000 LCFF S/C Object Code: 5300] | [$14,000 LCFF S/C Object Code: 5300] |

### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services were implemented as planned. Coaches and the principal provided support to teachers and delivered weekly professional development. This included traditional training, our intellectual preparation protocol and data meeting protocol during the mid-day block.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

There was a 12% growth in math from 2017 to 2018 on the CAASPP Math SBAC. We remained at 57% from 2017 to 2018 in CAASPP ELA SBAC.

We were able to retain the majority of our teaching staff from 2017-18 to 2018-19.

Overall, professional development has been effective, as we have seen a shift in instruction in ELA, our priority area this year. We will be in Year 2 of our ELA priority in 2019-20 and expect to see growth in our results at the end of that year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[There was a slight difference in budgeted vs actual. The instructional coach was out for a short amount of time, which lead to principal stepping in more for coaching.]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[The goals and actions will remain the same for the next LCAP cycle. We will continue to have an instructional coach to support with PD’s and coaching teachers in the classroom. BTSA will be offered to teachers who qualify and salaries will be adjusted on a yearly basis.]
## Goal 2

Voices will maintain an engaging, positive, and safe school culture and environment.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 5, 6, 8  
**Local Priorities:**

### Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="#">There will be a decrease in the percent of students that report feeling unsafe at school as compared to the prior year student survey.</a></td>
<td><a href="#">In a local survey given to 3rd-8th grade students, only 31% of student reported feeling unsafe at school (17-18). In addition, 70% reported school as a positive experience (17-18). Survey has not yet been administered in 18-19.</a></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Increase the percent of 5th grade students that are in the Healthy Fitness Zone (HFZ) on the PFT.</td>
<td></td>
</tr>
<tr>
<td>Voices will maintain a 97% yearly ADA</td>
<td></td>
</tr>
<tr>
<td>Decrease the average percent of students that are tardy on a daily basis.</td>
<td></td>
</tr>
</tbody>
</table>

### PFT Healthy Fitness Zone Data


<table>
<thead>
<tr>
<th>Category</th>
<th>Expected %</th>
<th>Actual %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aerobic Capacity</strong></td>
<td>60.8 (52.7) % Grade 5 Students in HFZ</td>
<td>51.1 (78.4) % Grade 7 Students in HFZ</td>
</tr>
<tr>
<td><strong>Body Composition</strong></td>
<td>21.6 (40) % Grade 5 Students in HFZ</td>
<td>35.6 (45.1) % Grade 7 Students in HFZ</td>
</tr>
<tr>
<td><strong>Abdominal Strength</strong></td>
<td>70.6 (80) % Grade 5 Students in HFZ</td>
<td>17.8 (58.8) % Grade 7 Students in HFZ</td>
</tr>
<tr>
<td><strong>Trunk Extension Strength</strong></td>
<td>100 (100) % Grade 5 Students in HFZ</td>
<td>100 (100) % Grade 7 Students in HFZ</td>
</tr>
<tr>
<td><strong>Upper Body Strength</strong></td>
<td>74.5 (74.5) % Grade 5 Students in HFZ</td>
<td>60 (43.1) % Grade 7 Students in HFZ</td>
</tr>
</tbody>
</table>
Actions / Services
Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each.
Duplicate the table as needed.

Action 1

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>[A Dean of Culture was hired in 17-18 and will continue to promote a more positive school culture. A second clerk was hired in 17-18 and will continue to concentrate 0.8 FTE on school attendance and reporting. .3 FTE of Principal time will be spent managing leadership, parent involvement and student culture. ]</td>
<td>[ A Dean of culture was hired in the 17-18 school year and has continued to promote a positive school culture in the 18-19 school year. A second clerk was hired in 17-18 and continues to concentrate on school attendance and reporting. .3 of Principal time was spent managing leadership, parent involvement, and supporting with student culture. ]</td>
<td>[$168, 265 Total Dean of Culture (a) $ 74,285 (b) $ 21,529 Clerk (c) $ 21,734 (b) $4, 284 Principal Time (a) $36,000 (b) $10,43 LCFF S/C (a), (b), (c) Object Code: (a) 1000s (b) 3000s (c) 2000s]</td>
<td>[$178,374 Total Dean of Culture (a) $70,000 (b) $18,389 Clerk (c) $37,400 (b) $7,087 Principal Time (a) $36,000 (b) $9,457 LCFF S/C (a), (b), (c) Object Code: (a) 1000s (b) 3000s (c) 2000s ]</td>
</tr>
</tbody>
</table>

Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<tbody>
<tr>
<td>[Contract and/or purchase enrichment activities for students. Including CCCS aligned arts enrichment curriculum licensing and materials, as well as, physical activity programs.]</td>
<td>[CCCS aligned arts enrichment curriculum licensing and materials were purchased, such as Art in Action and Yoga for physical fitness. ]</td>
<td>[$ 18,250 Total (a) $ 5,750 (b) $12,500 LCFF S/C (a), (b)]</td>
<td>[$5,762 Total LCFF S/C ]</td>
</tr>
</tbody>
</table>
### Action 3

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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</tr>
</thead>
<tbody>
<tr>
<td>[2 FTE custodians will maintain a clean and safe school facility and environment for students and adequate supplies will be provided. ]</td>
<td>[2 FTE Custodians have maintained a clean and safe school facility and environment for students. Adequate supplies have been provided to custodians to ensure a safe and clean school facility. ]</td>
<td>[$101,209 Total (a) $81,185 (b) $126,732 (c) $21,576 (d) $8,490 LCFF S/C (a), (b), (c), (d) ]</td>
<td>[$105,221 Total (a) $76,378 (b) $14,458 (c) $14,385 LCFF S/C (a), (b), (c) ]</td>
</tr>
<tr>
<td>Object Code: (a) 7438 (b) 3000 (c) 4300 (d) 5600</td>
<td>Object Code: (a) 2000 (b) 3000 (c) 4300</td>
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</tbody>
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### Action 4

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>[Voices will provide a modern and suitable facility for students with all the amenities safety components expected for implementation of our charter school program (multipurpose room, ample number of bathrooms, private counseling room, playgrounds, WiFi, fire alarm and sprinklers, integrated PA system, warming kitchen, etc). ]</td>
<td>[Voices provided a suitable facility for students with all the amenities and safety components for our charter school program. All students had access to Wifi when using school provided electronics, playgrounds, multipurpose rooms etc. ]</td>
<td>[$218,212 Total (a) $83,650 (b) $124,247 (c) $5,818 (d) $4,476 LCFF Base (a) LCFF S/C (b) ]</td>
<td>[$218,191 Total (a) $83,650 (b) $124,247 (c) $1,087 (d) $9,912 LCFF Base (a) LCFF S/C (b) (c) (d) ]</td>
</tr>
<tr>
<td>Object Code: (a) 7438 (b) 7439 (c) 5900 (d) 5800</td>
<td>Object Code: (a) 7438 (b) 7439 (c) 5900 (d) 5800</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.
The actions and services for this goal were implemented as planned. Students benefited from yoga classes and art class.

Our facilities are equipped with all the amenities and safety components expected for the implementation of our charter school program. Our custodians work diligently to make sure the school grounds are maintained clean and safe.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The results for the 2018-19 student survey are not yet available.
The Dean of culture will continue to work on strategies to increase feelings of safety and positivity, especially in our middle school grades.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Curriculum/enrichment was used. However contracts were negotiated and resulted in decreased costs.]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[This goal will have an added action item based on the implementation of the goal. The Dean of Culture will continue to support with parent engagement and student activities. A Student Services Coordinator will be hired to support the Dean of Culture.]

Goal 3

[Voices Academy instructional strategies, interventions and support services will be designed to support ELs and other struggling subgroups. All students will become proficient bilingual speakers, readers and writers.]

State and/or Local Priorities addressed by this goal:

State Priorities: [2, 4, 5, 7, 8]
Local Priorities: []

Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>[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.</td>
<td>[SBAC 2017-18 % of Students at or above grade level 57% ELA (all)</td>
</tr>
</tbody>
</table>
Increase in the percent of students that score an Overall score of 3 or higher on the LAS Links Spanish assessment as compared to prior year.

Decrease the average percent of students that are tardy on a daily basis.

Voices will maintain a 97% ADA.

52% Math (all)
SBAC 2016-2017 % of Students at or above grade level.
57% ELA (all)
40% Math (all)

Results of the 2018-19 LAS Links assessment will be available over summer.

Daily Average % of Tardy Students
10% (17-18)
(18-19 not yet available)

Attendance Rates
96% (17-18)
96% (as of May 29, 2019)

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

#### Action 1

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</tr>
</thead>
<tbody>
<tr>
<td>[Adaptive technology based, standards based reading and math program licenses will be purchased for in class and intervention personalized learning opportunities. Purchase Achieve3000, a setup charge of $450 + $85 per license. Purchase DreamBox a license fee of $1,750 + $22.50 per subscription ]</td>
<td>[Achieve3000 and Dreambox were purchased for in class and reading intervention learning opportunities. ]</td>
<td>[$96,476 Total (a) $17,693 (b) $78,783</td>
<td>[$36,926 Total (a) $15,075 (b) $21,851</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Title III (a) LCFF S/C (b)</td>
<td>Title III (a) LCFF S/C (b)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Object Code: 4400 (a), (b)</td>
<td>Object Code: 4400 (a), (b)</td>
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</tbody>
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#### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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</tr>
</thead>
<tbody>
<tr>
<td>[Provide 0.8 FTE counseling for qualified students for whom personal/situational issues are proving to be a distraction from learning. ]</td>
<td>[Counseling was provided for students who qualified. Necessary services were provided to students with IEP’s or 504’s. ]</td>
<td>[Counseling $60,967 Total (a) $50,938 (b) $10,029</td>
<td>[Counseling $46,583 Total (a) $39,168 (b) $7,415</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
Provide necessary services to students with IEPs or 504s that is in excess of state and federal funding received for these students.

<table>
<thead>
<tr>
<th>Action</th>
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<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Purchase LAS Links licenses to measure Spanish Language development.</td>
<td>LAS Links licences were purchased to test all English Only learner students in Spanish Development.</td>
<td>$2,772 Total LCFF S/C Object Code: 5800</td>
<td>$0</td>
</tr>
<tr>
<td>4</td>
<td>Associate Teachers conduct summer ELPAC testing for ELs.</td>
<td>2 Associate Teachers conducted initial ELPAC testing for English Learner students.</td>
<td>$1,915 Total (a) $1,600 (b) $315 LCFF S/C (a), (b) Object Code: (a) 2000s (b) 3000s</td>
<td>$4,022 Total (a) $3,382 (b) $640 LCFF S/C (a), (b) Object Code: (a) 2000s (b) 3000s</td>
</tr>
</tbody>
</table>
### Action 5

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
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<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Purchase benchmark assessment licenses (Illuminate, NWEA) for ELA and Math.]</td>
<td>[Illuminate and NWEA licences were purchased to test students growth in ELA and Math.]</td>
<td>[$7,514 Total LCFF S/C Object Code: 5800]</td>
<td>[$11,045 Total LCFF S/C Object Code: 5800]</td>
</tr>
</tbody>
</table>

### Action 6

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Hire a Student Service Manager to coordinate all services for special populations (504, SPED, SST, truant, etc.)]</td>
<td>[We hired a Student Services Manager in 2017-18, who continues to coordinate all services for special populations. There was a portion of Principal time spent managing leadership, intervention services and student performance.]</td>
<td>[Student Services Manager $147,078 Total (a) $78,030 (b) $22,615 Principal (a) $36,000 (b) $10,433 LCFF S/C (a), (b) Object Code: (a) 1000s (b) 3000s]</td>
<td>[$136,439 Total Student Services Manager: (a) $76,500 (b) $14,481 Principal Time: (a) $36,000 (b) $9,457 LCFF S/C (a), (b) Object Code: (a) 1000s (b) 3000s]</td>
</tr>
</tbody>
</table>

### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the majority of actions were implemented as planned. Counseling services were provided to all students who required it per their IEP, via a contractor. The programs above were purchased and used on a regular basis. All assessment program licenses were purchased and were given at appropriate times. The student services manager was retained and coordinated special services for special populations.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Achieve3000 was used more regularly this year, as we communicated usage statistics and student growth to teachers. There is room for improvement so teachers dig deeper into their student data, and it will
require additional training. Benchmark assessments via Illuminate are stronger every year and we use the platform to make corrective instruction plans 5 times per year. School leaders guide teachers in their analysis of MAP and Illuminate assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

LAS Links purchase was not made this year because of an existing three year contract. AT’s required more time than initially budgeted to complete Initial ELPAC testing.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal and actions will remain the same.

**Goal 4**

[Parents participate in school experiences that assist with student success.]

State and/or Local Priorities addressed by this goal:

State Priorities: [1, 5, 6, 8]
Local Priorities: []

**Annual Measurable Outcomes**

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>[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.]</td>
<td>[In our 2017-18 parent survey, 99% of parents self reported themselves empowered to help their child succeed, which was similar to the year prior, but with a higher amount of respondents. The survey results for 2018-19 are currently not yet available.]</td>
</tr>
</tbody>
</table>

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Provide ESL classes for parents.]</td>
<td>[ESL Classes for were not provided for parents this year.]</td>
<td>[$15,000 Total (a) $14,000]</td>
<td>[$0]</td>
</tr>
</tbody>
</table>
### Action 2

<table>
<thead>
<tr>
<th>Planned Actions/Services</th>
<th>Actual Actions/Services</th>
<th>Budgeted Expenditures</th>
<th>Estimated Actual Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Provide funds for parent participation activities and child care.]</td>
<td>[Parent workshops were held throughout the year and childcare was provided during those workshops.]</td>
<td>[$11,700 Total LCFF S/C Object Code: 5800]</td>
<td>[$145 Total (a) $123 (b) $23 LCFF S/C Object Code: 5800 2000s (b) 3000s]</td>
</tr>
</tbody>
</table>

### Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

There was no ESL class provided for parents this year. We were successful at recruiting a quality part-time instructor to provide day-time classes to parents. Rather, parents requested more workshops. Child care was provided for parent activities and workshops such as: VPAC Meetings, Homework Strategies for Families, and The Use of Social Media workshop.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Many of the goals/outcomes were met, despite not implementing all actions.]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[We were under budget due to not having ESL classes and using AT’s or support staff to run childcare.]
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[In addition to the goal and actions above, the Dean of Culture will continue to promote student enrichment and parent engagement, alongside a Student Program Coordinator. There will an action added to host a minimum of 4 parent workshops with translation services.]

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

[Voices Academy knows the importance of stakeholder engagement, as it leads to developing an effective plan for the school and student success. Voices Academy has used several structures to effectively communicate and engage key stakeholders in the Local Control and Accountability Plan (LCAP). The process involved numerous meetings with stakeholders to engage them in the LCAP goals and actions. Throughout the year, Voices Academy held ELAC meetings, workshops, and Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition a parent climate and culture survey was given out, as well as a brochure outlining the LCAP goals. All materials are given out in English and Spanish.

Opportunities for parents to discuss these topics:
Cafecitos: Once a month
ELAC Meetings: January 8th, February 12th, April 9th, May 21st.
Parent Workshops: The Use of Social Media and Homework Strategies for Families.
VPAC Meetings: Once a month
State Priorities Feedback Meeting

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

[Parent Workshops and meetings throughout the year, provided us with some feedback to align our LCAP with.
Parents expressed wanting more parent engagement activities/workshops to participate in. In addition, parents mentioned strengthening/providing more enrichment activities, specifically around social-emotional support. This feedback has tied into new action items in Goal 4. Action 4.7 & 4.8 addresses hiring a Student Program Coordinator, to support the Dean of Culture in coordinating enrichment activities. Action 4.10 addresses holding a minimum of 4 parent workshops a year.

Staff feedback throughout the year included more planning time for lessons. In Goal 2, we have added an action item 4, providing more professional development and planning time for teachers.
Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

| [Unchanged] |

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: [1, 2]
Local Priorities:

Identified Need:

[- 100% of our teachers remain credentialed or hold an appropriate permit. 100% deliver high quality instruction and are appropriately assigned.
- Average of teachers gave a 3.0 out 5.0 rating across network feeling supported from leadership.
-Retention rate was 74% in 18-19
]

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Local Data for Accountability]</td>
<td>[100% of teachers were appropriately assigned with a teacher credential or permit.</td>
<td>100% of teachers are appropriately assigned and hold CA teaching credential or permit.</td>
<td>100% of teachers are appropriately assigned and hold CA teaching credential or permit.</td>
<td>100% of teachers are appropriately assigned and hold CA teaching credential or permit.</td>
</tr>
</tbody>
</table>

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.
Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**
Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

Select from New, Modified, or Unchanged for 2021-22

[New]

Unchanged

Unchanged

2019-20 Actions/Services

[Network staff will conduct credential review as part of teacher hiring process and support our teachers’ credentialing needs and conduct annual review of teacher assignments to ensure compliance and support our teachers for their credentialing needs.

.35 FTE HR Specialist Salary + Benefits ]

2020-21 Actions/Services

2021-22 Actions/Services

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>$25,189 Total</td>
<td>$25,698 Total</td>
<td>$26,218 Total</td>
</tr>
<tr>
<td></td>
<td>$21,000 (a)</td>
<td>$21,420 (a)</td>
<td>$21,848 (a)</td>
</tr>
<tr>
<td></td>
<td>$4,189 (b)</td>
<td>$4,278 (b)</td>
<td>$4,369 (b)</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF S/C (a) (b)</td>
<td>LCFF S/C (a) (b)</td>
<td>LCFF S/C (a) (b)</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>Object Code (a) 1000’s, (b) 3000’s</td>
<td>Object Code(a)1000’s, (b) 3000’s</td>
<td>Object Code (a) 1000’s, (b) 3000’s</td>
</tr>
</tbody>
</table>
Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- [All Students]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

- [Add Location(s) selection here]

**Actions/Services**
Select from New, Modified, or Unchanged for 2019-20

- [Unchanged]

Select from New, Modified, or Unchanged for 2020-21

- [Unchanged]

Select from New, Modified, or Unchanged for 2021-22

- [Unchanged]

**2019-20 Actions/Services**
Provide competitive salary to attract and retain high quality teachers.
Certificated Personnel Salary + Benefits

**2020-21 Actions/Services**

**2021-22 Actions/Services**

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$1,542,265 Total</td>
<td>$1,628,131 Total</td>
<td>$1,723,652 Total</td>
</tr>
<tr>
<td></td>
<td>$1,200,597 (a)</td>
<td>$1,233,393 (a)</td>
<td>$1,266,877 (a)</td>
</tr>
<tr>
<td></td>
<td>$341,668 (b)</td>
<td>$394,738 (b)</td>
<td>$456,774 (b)</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF Base, Title I, EPA</td>
<td>[LCFF Base, Title I, EPA]</td>
<td>[LCFF Base, Title I, EPA]</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Object Code: 1000s (a), 3000s (b)</td>
<td>Object Code: 1000s (a), 3000s (b)</td>
<td>Object Code: 1000s (a), 3000s (b)</td>
</tr>
</tbody>
</table>

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

**Location(s):**
### Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

Select from New, Modified, or Unchanged for 2021-22

**2019-20 Actions/Services**

- Provide coaching support to teachers in the classroom.
- 2 FTE Coach salary + Benefits

**2020-21 Actions/Services**

**2021-22 Actions/Services**

---

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$191,925 Total</td>
<td>$197,686 Total</td>
<td>$204,654 Total</td>
</tr>
<tr>
<td></td>
<td>$149,407 (a)</td>
<td>$153,545 (a)</td>
<td>$157,770 (a)</td>
</tr>
<tr>
<td></td>
<td>$42,518 (b)</td>
<td>$49,141 (b)</td>
<td>$56,884 (b)</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF S/C (a)</td>
<td>LCFF S/C (a)</td>
<td>LCFF S/C (a)</td>
</tr>
<tr>
<td></td>
<td>(b)</td>
<td>(b)</td>
<td>(b)</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Budget Code: 1000s (a), 3000s (b)</td>
<td>Budget Code: 1000s (a), 3000s (b)</td>
<td>Budget Code: 1000s (a), 3000s (b)</td>
</tr>
</tbody>
</table>

**Action 4**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:

| [All Students] | All Schools |

OR

---

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

Students to be Served:  
Scope of Services:  
Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)  
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))  
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)  

[Add Students to be Served selection here]  
[Add Scope of Services selection here]  
[Add Location(s) selection here]  

**Actions/Services**

Select from New, Modified, or Unchanged for 2019-20  
Select from New, Modified, or Unchanged for 2020-21  
Select from New, Modified, or Unchanged for 2021-22  

<table>
<thead>
<tr>
<th>Unchanged</th>
<th>Unchanged</th>
<th>Unchanged</th>
</tr>
</thead>
</table>

**2019-20 Actions/Services**

Provide Beginner Teacher Support & Assessment ("BTSA") induction for qualified teachers.

**2020-21 Actions/Services**

**2021-22 Actions/Services**

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$17,500</td>
<td>$17,500</td>
<td>$17,500</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF S/C (a) (b)</td>
<td>LCFF S/C (a) (b)</td>
<td>LCFF S/C (a) (b)</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>Object Code: 5300</td>
<td>Object Code: 5300</td>
<td>Object Code: 5300</td>
</tr>
</tbody>
</table>

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

**Goal 2**

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

**State and/or Local Priorities addressed by this goal:**

State Priorities: 2, 4, 8
Local Priorities:
Identified Need:

[-From previous SBAC achievement data: Math 52% and ELA 57% were at or above grade level. The school will continue to focus in the area of mathematics.
-MAP Growth Results 31% ELA & 28% Math at or above grade level (17-18).
-Students of designated subgroups (EL’s, Low-Income, Students with disabilities) generally have lower test scores overall.
-Maintain 100% of students having access to standard aligned curricula, materials, resources, and technological supplements
-Maintain 100% of teachers participating in Professional Developments]

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>[SBAC Math &amp; ELA % Standard Met/Exceeded]</td>
<td>[All Math 52% All ELA 57%]</td>
<td>[Increase 2% in ELA &amp; Math (All)]</td>
<td>[Increase 3% in ELA &amp; Math (All)]</td>
<td>[Increase 3% in ELA &amp; Math (All)]</td>
</tr>
<tr>
<td>[SBAC ELA % Standard Met/Exceeded]</td>
<td>[Economically Disadvantaged 52% English Learners 26% Students w/ Disabilities 24% Latino 55% ]</td>
<td>[Increase 2% per subgroup]</td>
<td>[Increase 3% per subgroup]</td>
<td>[Increase 3% per subgroup]</td>
</tr>
<tr>
<td>SBAC Math % Standard Met/Exceeded</td>
<td>Economically Disadvantaged 48% English Learner 29% Students w/ Disabilities 21% Latino 51%</td>
<td>Increase 2% per subgroup</td>
<td>Increase 3% per subgroup</td>
<td>Increase 3% per subgroup</td>
</tr>
<tr>
<td>NWEA MAP % Growth Targets Met (ELA)</td>
<td>[Economically Disadvantaged 70% English Learners 35% Students w/ Disabilities 13% Latino 27% ]</td>
<td>[Increase 2% per subgroup]</td>
<td>[Increase 2% per subgroup]</td>
<td>[Increase 2% per subgroup]</td>
</tr>
<tr>
<td>NWEA MAP % Growth Targets Met (Math)</td>
<td>Economically Disadvantaged 39% English Learner 15%</td>
<td>Increase 2% per subgroup</td>
<td>Increase 2% per subgroup</td>
<td>Increase 2% per subgroup</td>
</tr>
</tbody>
</table>
Local Data – Teacher Participation in Professional Development (SIOP, systematic ELD, or CCSS training as need)

100% classroom teachers participate in relevant professional development training (SIOP, or systematic ELD, or CCSS training) 100% 100% 100%

Local Data for Accountability

100% students have access to standard aligned curricula, materials, resources, and technological supplements 100% 100% 100%

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Low Income, English Learners, Students with Disabilities, Latino, Other]

[Schoolwide]

[All Schools]

Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

Select from New, Modified, or Unchanged for 2021-22

[Unchanged]

Unchanged

Unchanged

2019-20 Actions/Services 2020-21 Actions/Services 2021-22 Actions/Services
Purchase benchmark assessment licenses (Illuminate, NWEA) for ELA and Math.

Illuminate (ELA/Math) - $5.82/student;
NWEA (ELA/Math) - $12.50/student
PKRS (K only) - $4.06/student + $30 manual.

<table>
<thead>
<tr>
<th>Budgeted Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Source</strong></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
</tr>
</tbody>
</table>

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**
Select from New, Modified, or Unchanged for 2019-20
Select from New, Modified, or Unchanged for 2020-21
Select from New, Modified, or Unchanged for 2021-22

[New] Unchanged Unchanged

2019-20 Actions/Services 2020-21 Actions/Services 2021-22 Actions/Services

[Purchase standards-aligned core curriculum and materials ELA curriculum and material costs]
ELA curriculum and materials costs—one time cost of $3,638 (books), $320 (teacher manual per grade (2nd-4th))

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>[$4,598]</td>
<td>[$4,598]</td>
<td>[$4,998]</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF S/C</td>
<td>LCFF S/C</td>
<td>LCFF S/C</td>
</tr>
</tbody>
</table>

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)
- All Students

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
- All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)
- [Add Students to be Served selection here]

Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
- [Add Scope of Services selection here]

Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):
- [Add Location(s) selection here]

Actions/Services

- Select from New, Modified, or Unchanged for 2019-20
- Select from New, Modified, or Unchanged for 2020-21
- Select from New, Modified, or Unchanged for 2021-22

Unchanged

2019-20 Actions/Services

- Purchase classroom technology including laptops, ipads, and projectors needed for blended learning.
- Dreambox-$22.50 per student
- Achieve3000-$42 per student +$290 school site fee +$2,695 for Professional Development
- Smarty Ants-$4,545

2020-21 Actions/Services

- Unchanged

2021-22 Actions/Services
### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>[$55,162</td>
<td>[$57,920</td>
<td>$58,491</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF S/C</td>
<td>LCFF S/C</td>
<td>LCFF S/C</td>
</tr>
</tbody>
</table>

### Action

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

<table>
<thead>
<tr>
<th>All Students</th>
</tr>
</thead>
</table>

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<table>
<thead>
<tr>
<th>All Schools</th>
</tr>
</thead>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

### Actions/Services

Select from New, Modified, or Unchanged for 2019-20

| New | Unchanged | Unchanged |

Select from New, Modified, or Unchanged for 2020-21

| Unchanged |

Select from New, Modified, or Unchanged for 2021-22

| Unchanged |

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>[$40,464 Total</td>
<td>[$39,913 Total</td>
<td>[$38,589 Total</td>
</tr>
<tr>
<td></td>
<td>$31,500 (a)</td>
<td>$31,130 (a)</td>
<td>$32,773 (a)</td>
</tr>
<tr>
<td></td>
<td>$8,964 (b)</td>
<td>$10,283 (b)</td>
<td>$11,816 (b)</td>
</tr>
</tbody>
</table>
Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: [2, 4, 7, 8]

Local Priorities:

Identified Need:

- RFEP Rate 11.4% (18-19)
- ELPAC Results 19% level 4, 41% level 3 (17-18)

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPAC EL % Level 3/Level 4</td>
<td>19% Level 4 41% Level 3 (17-18 data)</td>
<td>Increase 2% per level</td>
<td>Increase 2% per level</td>
<td>Increase 2% per level</td>
</tr>
<tr>
<td>RFEP Rate</td>
<td>11.4% (18-19 Data)</td>
<td>Increase Rate 2%</td>
<td>Increase Rate 2%</td>
<td>Increase Rate 2%</td>
</tr>
</tbody>
</table>

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served: | Location(s): |
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

- [Low Income, English Learners, Students with Disabilities, Latino, Other]
- [Schoolwide]
- [All Schools]

**Actions/Services**
Select from New, Modified, or Unchanged for 2019-20
Select from New, Modified, or Unchanged for 2020-21
Select from New, Modified, or Unchanged for 2021-22

- [Unchanged]
- Unchanged
- Unchanged

**2019-20 Actions/Services**
Adaptive technology based, standards based reading and math program licenses will be purchased for in-class and intervention personalized learning opportunities. Purchase Achieve3000, a setup charge of $290 + $42 per license, Smarty Ants, set up charge of $4,545. Purchase DreamBox, a flat fee of $6,875.

**2020-21 Actions/Services**

**2021-22 Actions/Services**

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>[$32,752 Total</td>
<td>[$32,878 Total</td>
<td>[$33,108 Total</td>
</tr>
<tr>
<td></td>
<td>$15,075 (a)</td>
<td>$17,693 (a)</td>
<td>$20,263 (a)</td>
</tr>
<tr>
<td></td>
<td>$17,677 (b)</td>
<td>$15,185 (b)</td>
<td>$12,845 (b)</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>[Title III (a), Supplemental (b)]</td>
<td>[Title III (a), Supplemental (b)]</td>
<td>[Title III (a), Supplemental (b)]</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>[Object Code: 4400]</td>
<td>[Object Code: 4400]</td>
<td>[Object Code: 4400]</td>
</tr>
</tbody>
</table>

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:** Location(s):
### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

- Low Income, English Learners, Students with Disabilities, Latino, Other

### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- Schoolwide

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- All Schools

### Actions/Services
Select from New, Modified, or Unchanged for 2019-20

- Unchanged

Select from New, Modified, or Unchanged for 2020-21

- Unchanged

Select from New, Modified, or Unchanged for 2021-22

- Unchanged

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>[$3,257]</td>
<td>[$3,276]</td>
<td>[$3,676]</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF S/C</td>
<td>LCFF S/C</td>
<td>LCFF S/C</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>[Object Code: 5882]</td>
<td>[Object Code: 5882]</td>
<td>[Object Code: 5882]</td>
</tr>
</tbody>
</table>

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

- [Add Students to be Served selection here]

### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

### Scope of Services:

### Location(s):
(Select from English Learners, Foster Youth, and/or Low Income) (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [English Learners] | [Schoolwide] | [All Schools] |

### Actions/Services

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
<th>2020-21 Actions/Services</th>
<th>2021-22 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Associate Teachers conduct summer ELPAC testing for ELs.]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>[$2,303 Total</td>
<td>[$2,303 Total</td>
<td>[$2,304 Total</td>
</tr>
<tr>
<td></td>
<td>$1,920 (a)</td>
<td>$1,920 (a)</td>
<td>$1,920 (a)</td>
</tr>
<tr>
<td></td>
<td>$383 (b)]</td>
<td>$383 (b)]</td>
<td>$384 (b)]</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>[LCFF S/C (a) (b)]</td>
<td>[LCFF S/C (a) (b)]</td>
<td>[LCFF S/C (a) (b)]</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>[Object Code: 2000s (a), 3000s (b)]</td>
<td>[Object Code: 2000s (a), 3000s (b)]</td>
<td>[Object Code: 2000s (a), 3000s (b)]</td>
</tr>
</tbody>
</table>

### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

| [All Students] |

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

| [All Schools] |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

### Actions/Services

Select from New, Modified, or Unchanged for 2019-20

| [New] | Unchanged | |

Select from New, Modified, or Unchanged for 2020-21

| Unchanged |

Select from New, Modified, or Unchanged for 2021-22

| Unchanged |
### Principal will manage leadership, intervention services and student performance.

- 35 FTE Principal Salary + Benefits

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>[$40,646 Total</td>
<td>[$42,413 Total</td>
<td>[$42,089 Total</td>
</tr>
<tr>
<td></td>
<td>$31,500 (a)</td>
<td>$33,130 (a)</td>
<td>$32,773 (a)</td>
</tr>
<tr>
<td></td>
<td>$8,964 (b)]</td>
<td>$10,283 (b)]</td>
<td>$11,816 (b)]</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>[LCFF S/C (a) (b)]</td>
<td>[LCFF S/C (a) (b)]</td>
<td>[LCFF S/C (a) (b)]</td>
</tr>
<tr>
<td><strong>Budget</strong></td>
<td>[Object Code: 1000s (a),</td>
<td>[Object Code: 1000s (a),</td>
<td>[Object Code: 1000s (a),</td>
</tr>
<tr>
<td></td>
<td>3000s (b)]</td>
<td>3000s (b)]</td>
<td>3000s (b)]</td>
</tr>
</tbody>
</table>

### Action 5

#### For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

#### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Low Income, English Learners, Students with Disabilities, Latino, Other]
- [Schoolwide]
- [All Schools]

### Actions/Services

- Select from New, Modified, or Unchanged for 2019-20
- Select from New, Modified, or Unchanged for 2020-21
- Select from New, Modified, or Unchanged for 2021-22

2019-20 Actions/Services

- [The Student Service Manager will coordinate all services for special populations (504, SPED, SST, truant, etc.)]
1 FTE Student Service Manager
Salary + Benefits

Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>[$101,474 Total</td>
<td>[$107,136 Total</td>
<td>[$112,491 Total</td>
</tr>
<tr>
<td></td>
<td>$78,994 (a)</td>
<td>$81,182 (a)</td>
<td>$83,416 (a)</td>
</tr>
<tr>
<td></td>
<td>$22,408 (b)]</td>
<td>$26,982 (b)]</td>
<td>$30,076 (b)]</td>
</tr>
<tr>
<td>Source</td>
<td>[LCFF S/C (a) (b)]</td>
<td>[LCFF S/C (a) (b)]</td>
<td>[LCFF S/C (a) (b)]</td>
</tr>
<tr>
<td>Budget</td>
<td>[Object Code: 2000s (a),</td>
<td>[Object Code: 2000s (a),</td>
<td>Object Code: 2000s (a),</td>
</tr>
<tr>
<td>Reference</td>
<td>3000s (b)]</td>
<td>3000s (b)]</td>
<td>3000s (b)]</td>
</tr>
</tbody>
</table>

(Select from New Goal, Modified Goal, or Unchanged Goal)

[New]

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: [1, 3, 5, 6]
Local Priorities: 

Identified Need:

[-Student success is dependent on strong family support and partnership with school.]
- 3.1% Suspension Rate (17-18)
- 96% ADA (as of May 30, 2018)
- Increase amount of Parent Workshops
- 70% of students reported feeling safe at school
- Maintain a 0% expulsion rate

Expected Annual Measurable Outcomes

<p>| Metrics/Indicators | Baseline | 2019-20 | 2020-21 | 2021-22 |</p>
<table>
<thead>
<tr>
<th># of Parent Workshops w/ Childcare Provided</th>
<th>[3 Workshops held in 18-19]</th>
<th>[4 or more per year]</th>
<th>[4 or more per year]</th>
<th>[4 or more per year]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents receive LCAP materials in English and Spanish</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>[% Average Daily Attendance]</td>
<td>[96% (as of May 30, 2019)]</td>
<td>[&gt;95%]</td>
<td>[&gt;95%]</td>
<td>[&gt;95%]</td>
</tr>
<tr>
<td>[Suspension Rate]</td>
<td>3.1% (17-18)</td>
<td>[&lt;5%]</td>
<td>[&lt;5%]</td>
<td>[&lt;5%]</td>
</tr>
<tr>
<td>Expulsion Rate</td>
<td>0% (as of May 30, 2019)</td>
<td>&lt;2%</td>
<td>&lt;2%</td>
<td>&lt;2%</td>
</tr>
<tr>
<td>% Middle School Dropout</td>
<td>&lt;2%</td>
<td>&lt;2%</td>
<td>&lt;2%</td>
<td>&lt;2%</td>
</tr>
<tr>
<td>Self Reported % students stating they are having a positive experience at school</td>
<td>80% (17-18)</td>
<td>&gt;80%</td>
<td>&gt;80%</td>
<td>&gt;80%</td>
</tr>
<tr>
<td>Self Reported % students stating they feel safe at school</td>
<td>70% (17-18)</td>
<td>&gt;80%</td>
<td>&gt;80%</td>
<td>&gt;80%</td>
</tr>
<tr>
<td>[Self Reported % parents stating school takes actions to ensure child safety]</td>
<td>[18-19 Survey results not yet available]</td>
<td>[75%]</td>
<td>[75%]</td>
<td>[75%]</td>
</tr>
<tr>
<td>% of Stakeholders respond to annual satisfaction survey</td>
<td>18-19 Survey results not yet available</td>
<td>80%</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>% of Stakeholders rate school with “C” or better grade.</td>
<td>18-19 Survey results not yet available</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
</tbody>
</table>

### Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

**Action 1**

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>[All Students]</td>
<td>[All Schools]</td>
</tr>
</tbody>
</table>

OR
### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2019-20

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
<th>2020-21 Actions/Services</th>
<th>2021-22 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="#">Custodians will maintain a clean and safe school facility and environment for students and adequate supplies will be provided.</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 FTE Custodian Salary + Benefits Supplies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>[$85,607 Total $57,721 (a) $11,513 (b) $16,373 (c) ]</td>
<td>[$88,358 Total $59,319 (a) $11,847 (b) $17,192 (c) ]</td>
<td>[$91,192 Total $60,951 (a) $12,190 (b) $18,051 (c) ]</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF S/C (a) (b) (c)</td>
<td>LCFF S/C (a) (b) (c)</td>
<td>LCFF S/C (a) (b) (c)</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>[Object Code: 2000s (a) 3000s (b) 4000s (c)]</td>
<td>[Object Code: 2000s (a) 3000s (b) 4000s (c)]</td>
<td>[Object Code: 2000s (a) 3000s (b) 4000s (c)]</td>
</tr>
</tbody>
</table>

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

[All Students] [All Schools] OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
</table>

[Add Students to be Served selection here] [Add Scope of Services selection here] [Add Location(s) selection here]
<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>[$270,908 Total $18,756 (5606) $45,400 (5502) $8,734 (5503) $3,771 (5504) $11,378 (5920) $4,591 (5501) $115,061 (7439) $72,208 (7438)]</td>
<td>[$288,665 Total $19,709 (5606) $46,6998 (5502) $10,2998 (5503) $3,879 (5504) $11,703 (5920) $4,860 (5501) $117,382 (7439) $74,233 (7438)]</td>
<td>[$296,459 Total $20,709 (5606) $48,0622 (5502) $10,599 (5503) $3,992 (5504) $12,045 (5920) $4,860 (5501) $119,750 (7439) $76,442 (7438)]</td>
</tr>
<tr>
<td>Source</td>
<td>[LCFF S/C , LCFF Base (7438)]</td>
<td>[LCFF S/C , LCFF Base (7438)]</td>
<td>[LCFF S/C , LCFF Base (7438)]</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>[Object Code: 5000s, 4000s, 7439, 7438]</td>
<td>[Object Code: 5000s, 4000s, 7439, 7438]</td>
<td>[Object Code: 5000s, 4000s, 7439, 7438]</td>
</tr>
</tbody>
</table>

**Actions/Services**

[Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)]

[Select from All Schools, Specific Schools, and/or Specific Grade Spans]

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Budgeted Expenditures**

**Action**

3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[All Schools]

OR
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

**Actions/Services**

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

Select from New, Modified, or Unchanged for 2021-22

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
<th>2020-21 Actions/Services</th>
<th>2021-22 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>[School staff conduct regular walk-throughs of Charter School facilities and assure repairs are made in a timely manner. .5 FTE Business Manager Salary + Benefits .5 FTE Business Clerk Salary + Benefits]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

**Budgeted Expenditures**

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$42,864 Total $35,736 (a) $7,128 (b)</td>
<td>$44,061 Total $36,726 (a) $7,335 (b)</td>
<td>$43,783 Total $37,737 (a) $7,547 (b)</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF S/C (a) (b)</td>
<td>LCFF S/C (a) (b)</td>
<td>LCFF S/C (a) (b)</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>[Object Code 2000s (a), 3000s (b)]</td>
<td>[Object Code 2000s (a), 3000s (b)]</td>
<td>[Object Code 2000s (a), 3000s (b)]</td>
</tr>
</tbody>
</table>

**Action**

4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
</tbody>
</table>

| [All Students] | [All Schools] |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |

### Actions/Services

- **Select from New, Modified, or Unchanged for 2019-20**
  - [New]
  - Unchanged
  - Unchanged

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
<th>2020-21 Actions/Services</th>
<th>2021-22 Actions/Services</th>
</tr>
</thead>
</table>
| [The Dean of Culture will promote an engaging, positive, and safe school culture and environment and execute a character development program.]
1 FTE Dean of Culture Salary + Benefits] | | |

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$86,700 Total</td>
<td>$88,120 Total</td>
<td>$89,593 Total</td>
<td></td>
</tr>
<tr>
<td>$72,282 (a)</td>
<td>$74,284 (a)</td>
<td>$76,328 (a)</td>
<td></td>
</tr>
<tr>
<td>$14,418 (b)</td>
<td>$14,836 (b)</td>
<td>$15,265 (b)</td>
<td></td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LCFF S/C (a) (b)]</td>
<td>LCFF S/C (a) (b)]</td>
<td>LCFF S/C (a) (b)]</td>
<td></td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Object Codes: 2000s (a), 3000s (b)]</td>
<td>[Object Codes: 2000s (a), 3000s (b)]</td>
<td>[Object Codes: 2000s (a), 3000s (b)]</td>
<td></td>
</tr>
</tbody>
</table>

### Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>[All Students]</td>
<td>[All Schools]</td>
</tr>
</tbody>
</table>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
</tbody>
</table>

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |
### Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

Select from New, Modified, or Unchanged for 2021-22

<table>
<thead>
<tr>
<th>New</th>
<th>Unchanged</th>
<th>Unchanged</th>
</tr>
</thead>
</table>

#### 2019-20 Actions/Services

**[The Business Clerk will concentrate time on school attendance and reporting.**

1 FTE Business Clerk Salary + Benefits]

#### 2020-21 Actions/Services

#### 2021-22 Actions/Services

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount</strong></td>
<td>[$35,711 Total</td>
<td>[$36,707 Total</td>
<td>[$37,726 Total</td>
</tr>
<tr>
<td></td>
<td>$29,772 (a)</td>
<td>$30,597 (a)</td>
<td>$31,438 (a)</td>
</tr>
<tr>
<td></td>
<td>$5,939 (b)</td>
<td>$6,111 (b)</td>
<td>$6,287 (b)</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>LCFF S/C (a) (b)</td>
<td>LCFF S/C (a) (b)</td>
<td>LCFF S/C (a) (b)</td>
</tr>
<tr>
<td><strong>Budget Reference</strong></td>
<td>[Object Reference: 2000s (a) 3000s (b)]</td>
<td>[Object Reference: 2000s (a) 3000s (b)]</td>
<td>[Object Reference: 2000s (a) 3000s (b)]</td>
</tr>
</tbody>
</table>

### Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students] OR

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[All Schools]

### For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]
### 2019-20 Actions/Services

[Principal time will be spent managing leadership, parent involvement and student culture. .3 FTE Principal Salary + Benefits ]

### 2020-21 Actions/Services

### 2021-22 Actions/Services

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$34,684 Total</td>
<td>$35,354 Total</td>
<td>$37,219 Total</td>
</tr>
<tr>
<td></td>
<td>$27,000 (a)</td>
<td>$27,540 (a)</td>
<td>$28,091 (a)</td>
</tr>
<tr>
<td></td>
<td>$7,684  (b)</td>
<td>$8,814    (b)</td>
<td>$10,128   (b)</td>
</tr>
<tr>
<td>Source</td>
<td>[LCFF S/C (a) (b)]</td>
<td>[LCFF S/C (a) (b)]</td>
<td>[LCFF S/C (a) (b)]</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>[Object Code: 1000s (a), 3000s (b)]</td>
<td>[Object Code: 1000s (a), 3000s (b)]</td>
<td>[Object Code: 1000s (a), 3000s (b)]</td>
</tr>
</tbody>
</table>

### Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[All Schools]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

Select from New, Modified, or Unchanged for 2021-22

[New] Unchanged Unchanged

2019-20 Actions/Services 2020-21 Actions/Services 2021-22 Actions/Services
A Student Program Coordinator will plan and execute the enrichment program and supervise enrichment staff and monitor student conduct during transitions.

1 FTE Student Program Manager Salary + Benefits

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
<th>Source</th>
<th>Budget Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>[$21,204 Total $17,678 (a) $3,526 (b)]</td>
<td>[LCFF S/C (a) (b)]</td>
<td>[Object Code: 2000s (a), 3000s (b)]</td>
</tr>
<tr>
<td>2020-21</td>
<td>[$21,796 Total $18,168 (a) $3,629 (b)]</td>
<td>[LCFF S/C (a) (b)]</td>
<td>[Object Code: 2000s (a), 3000s (b)]</td>
</tr>
<tr>
<td>2021-22</td>
<td>[$22,401 Total $18,668 (a) $3,733 (b)]</td>
<td>[LCFF S/C (a) (b)]</td>
<td>[Object Code: 2000s (a), 3000s (b)]</td>
</tr>
</tbody>
</table>

### Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[All Students]

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[All Schools]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

#### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Select from New, Modified, or Unchanged for 2020-21

Select from New, Modified, or Unchanged for 2021-22

[Unchanged]

Unchanged

Unchanged

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

Contract services and/or purchase enrichment activities and supplies for students. Including CCCS

Unchanged

Unchanged
aligned arts enrichment curriculum licensing and materials, as well as, physical activity programs.

Enrichment Service and Material Costs:
$10 per student for Handwriting without Tears
$11,000 Playworks
$5,000 Yoga
$4,000 Art in Action

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>[$17,000 ]</td>
<td>[$17,486 ]</td>
<td>[$17,997 ]</td>
</tr>
<tr>
<td>Source</td>
<td>[LCFF S/C]</td>
<td>[LCFF S/C]</td>
<td>[LCFF S/C]</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>[Object Code: 5800]</td>
<td>[Object Code: 5800]</td>
<td>[Object Code: 5800]</td>
</tr>
</tbody>
</table>

**Action 9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| [All Students] |

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [All Schools] |

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| [Add Students to be Served selection here] |

#### Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| [Add Scope of Services selection here] |

#### Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

**Actions/Services**

Select from New, Modified, or Unchanged for 2019-20

| [New] |

Select from New, Modified, or Unchanged for 2020-21

| Unchanged |

Select from New, Modified, or Unchanged for 2021-22

| Unchanged |

2019-20 Actions/Services 2020-21 Actions/Services 2021-22 Actions/Services
Purchase annual parent and middle school student independent survey services.
Columbia Teachers College MS Survey $650.00 + $600.00 + $2.00/parent

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>[$2,252 ]</td>
<td>[$2,258]</td>
<td>[$2,258]</td>
</tr>
<tr>
<td>Source</td>
<td>LCFF S/C</td>
<td>LCFF S/C</td>
<td>LCFF S/C</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>[Object Code: 5800]</td>
<td>[Object Code: 5800]</td>
<td>[Object Code: 5800]</td>
</tr>
</tbody>
</table>

**Action 10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from All, Students with Disabilities, or Specific Student Groups)

- [All Students]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

- [All Schools]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**
(Select from English Learners, Foster Youth, and/or Low Income)

- [Add Students to be Served selection here]

**Scope of Services:**
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

- [Add Scope of Services selection here]

**Location(s):**
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

- [Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2019-20

- [New]

Select from New, Modified, or Unchanged for 2020-21

- Unchanged

Select from New, Modified, or Unchanged for 2021-22

- Unchanged

**2019-20 Actions/Services**

- [Hold a minimum of 4 parent workshops per year and provide child care and incentives.]
### Action 11

**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from All, Students with Disabilities, or Specific Student Groups)</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans):</td>
</tr>
<tr>
<td>[Add Students to be Served selection here]</td>
<td>[Add Location(s) selection here]</td>
</tr>
</tbody>
</table>

**OR**

**For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:**

<table>
<thead>
<tr>
<th>Students to be Served:</th>
<th>Scope of Services:</th>
<th>Location(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Select from English Learners, Foster Youth, and/or Low Income)</td>
<td>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</td>
<td>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)</td>
</tr>
<tr>
<td>[English Learners]</td>
<td>[Schoolwide]</td>
<td>[All Schools]</td>
</tr>
</tbody>
</table>

**Actions/Services**

- Select from New, Modified, or Unchanged for 2019-20
- Select from New, Modified, or Unchanged for 2020-21
- Select from New, Modified, or Unchanged for 2021-22

<table>
<thead>
<tr>
<th>2019-20 Actions/Services</th>
<th>2020-21 Actions/Services</th>
<th>2021-22 Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Provide translation services for written materials.]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Budgeted Expenditures

<table>
<thead>
<tr>
<th>Year</th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$4,000 Total</td>
<td>$4,000 Total</td>
<td>$4,000 Total</td>
</tr>
<tr>
<td>Source</td>
<td>[LCFF S/C ]</td>
<td>[LCFF S/C]</td>
<td>[LCFF S/C]</td>
</tr>
<tr>
<td>Budget Reference</td>
<td>[Object Code: 5800]</td>
<td>[Object Code: 5800]</td>
<td>[Object Code: 5800]</td>
</tr>
</tbody>
</table>
Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

<table>
<thead>
<tr>
<th>Estimated Supplemental and Concentration Grant Funds</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,025,596</td>
<td>27.54%</td>
</tr>
</tbody>
</table>

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

[Voices College Bound Language Academy will received $1,025,596 in Supplemental Local Control Funding Formula Funds in 2019-20. These funds are calculated based on the number of English Learners, for students identified as low income, and redesignated fluent English proficient pupils.

Voices offers a variety of programs and supports principally directed to 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 not only has an impact on the learning environment and the climate of the school as a whole but also have a disproportionately positive impact on the targeted groups.
]
Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies’ (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school’s budget, typically one year, which is submitted to the school’s authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school’s charter petition.
Plan Summary

The LCAP is intended to reflect an LEA’s annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.
Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.
The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA’s local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

**Goals, Actions, and Services**

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school’s authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year’s LCAP; or, specify if the goal is new.

**Goal**

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

**Related State and/or Local Priorities**
List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need
Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes
For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services
For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement
Students to be Served
The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)
Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.
For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
• Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  
  o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

**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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

**Demonstration of Increased or Improved Services for Unduplicated Students**

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

**Estimated Supplemental and Concentration Grant Funds**

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 students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

**Percentage to Increase or Improve Services**

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).
Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities.

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

Priority 1: Basic Services addresses the degree to which:
A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
A. The implementation of state board adopted academic content and performance standards for all students, which are:
   a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
   b. Mathematics – CCSS for Mathematics
   c. English Language Development (ELD)
   d. Career Technical Education
   e. Health Education Content Standards
   f. History-Social Science
   g. Model School Library Standards
   h. Physical Education Model Content Standards
   i. Next Generation Science Standards
   j. Visual and Performing Arts
   k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
A. Statewide assessments;
B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
D. The English learner reclassification rate;
E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:
A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under EC sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.
APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

1. The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
   (A) enrolled less than 31 days
   (B) enrolled at least 31 days but did not attend at least one day
   (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
2. The number of students who meet the enrollment requirements.
3. Divide (1) by (2).

(b) “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).

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

1. For a 4-Year Cohort Graduation Rate:
   (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
   (B) The total number of students in the cohort.
   (C) Divide (1) by (2).

2. For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
   (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
   (B) The number of students in the DASS graduation cohort.
(C) Divide (1) by (2).

(d) “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).

(e) “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).

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001; 20 U.S.C. Sections 6312 and 6314.
APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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 EC 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 school sites 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?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in EC 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 EC sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in EC Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR Section 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?
Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”: Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement”: Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA’s goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 EC Section 42238.01 and groups as defined in EC 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 school sites?

10) What information was considered/reviewed for subgroups identified in EC Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to EC Section 52052, to specific school sites, 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?

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