[2019-20]

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
[Voices College-Bound Language Academy at Mount Pleasant]	[Frances Teso, CEO]	[fteso@voicescharterschool.com]

2017-20 Plan Summary

The Story

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

[Voices College-Bound Language Academy at Mount Pleasant serves a high needs community with the mission to empower students with the right mindsets and critical thinking expertise to succeed in college and within the larger society. By providing an academically rigorous dual language program, Voices Academy at Mount Pleasant students will develop the knowledge and skills to engage critically in their community and view their education as a vehicle for social mobility.

Our student population is 64% English learner (EL) and 71% are classified as Low Income, our LCFF Unduplicated count is 84% and all of our EL students speak Spanish. Our student population is made up of various ethnicities with the majority of our students identifying as Hispanic/Latino; other ethnicities include Asian and African American. We serve approximately 263 students Kinder through 4th grade. We will continue to grow a grade per year until we reach full capacity at K-8th.

At Voices Mount Pleasant, students step into a nurturing learning environment where the idea of graduating from a four-year university is planted the very first day, and this same idea is cultivated as students grow through the program. With the unconditional support of our parent community we teach our students to believe in themselves, to persevere, to be proud of their heritage, and to work hard to become who they want to be.]

LCAP Highlights

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

[The input and unconditional support from stakeholders throughout the school year has helped us identify four areas of focus for the next three years to improve outcomes and services for all students.

GOAL 1: Voices will recruit, develop, hire, and maintain highly qualified teachers that will deliver high quality Common Core standard based instruction. 3 actions/services $1,108,651

GOAL 2: 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. 5 actions/services $21,343

GOAL 3: Parents will participate in school experiences that assist with student success. 3 actions/services $896,875

GOAL 4: Voices will maintain an engaging, positive, and safe school culture and environment. 2 actions/services $918,818

]

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, our suspension rate declined 0.7%, ending at 0.4%.

In the Math SBAC, our first year taking SBAC, we are 17 points above the standard. Based on the Dashboard, SBAC Math English Learners were 12.7 points above the standard.

Our students in 3rd grade were 57% proficient in SBAC Math (CAASPP).

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 Dashboard has provided us with multiple areas to improve upon.

1) Chronic absenteeism increased 1.5%, ending at 11.8% - The school has a parent liaison who will continue to reach out to parents to follow up with absenteeism. Voices will continue to promote attendance through its assemblies, weekly reports to parents and families, attendance awards and family education.

2) 38% of our students met or exceeded the standard in ELA on the SBAC - In 2019-20, English Language Arts will be our priority area again. We will implement a more comprehensive 2nd to 4th grade curriculum.

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

Chronic absenteeism increased 1.5%, ending at 11.8% - See above

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.

[Add text here]

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.

[Add text here]

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.

[Add text here]

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, 3]

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Voices will decrease the percentage of teachers on waiver by 5% (as compared to prior year, with an ultimate goal of <15%) and retain high capacity teachers (as compared to prior year, with an ultimate goal of 70%). Increase percent of teachers that express satisfaction with the support they receive from their coach on end of year teacher survey (compared to prior year rate with an ultimate goal of >80%). State summative data will show a 5% growth overall (students at or above standard in language arts and math) compared to prior year levels (Baseline 17-18 SY).]	[In the 2018-19 school year, we retained 56% of teachers from the previous school year.100% of our teachers are credentialed or hold an appropriate permit. 0% are on a waiver 0% are on a waiver. 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. 43% Met or Exceeded Standard in ELA 59% Met or Exceeded Standard in Math (Data from CAASPP 2017-18) (Data from SBAC 2018-19 N/A)]

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Voices will continue to restructure its salary scale and provide a	[Voices salary scale provided a salary raise for teachers in order to	[$787,006 Total (a) $640,920	[$1,014,161 Total (a) $803,168 (b) $210,922

salary raise for teachers in order to attract and retain high capacity teachers. Certificated Personnel Salary + Benefits (salary increase range 2% 19%).]	attract and retain higapacity teachers]	(b) $146,086 LCFF Base (a), (b) EPA (a), (b) Title I (a), (b) Object Code: (a) 1000s certificated salaries (b) 3000s certificated benefits]	LCFF Base (a), (b) EPA (a), (b) Title I (a), (b) Object Code: (a) 1000s certificated salaries (b) 3000s certificated benefits]

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Teacher Development: 1.0 FTE instructional coach and .2 FTE principal will provide direct support to teachers in the classroom and deliver professional development to teachers and paraprofessionals.]	[An instructional 1.0 FTE coach and .2 FTE principal provided direct support to teachers in the classroom and delivered weekly professional development to teachers and paraprofessionals.]	[$100,698 Total (a) $82,006 (b) $18,692 LCFF S/C (a), (b) Object Code: (a) 1000s certificated salaries (b) 3000s certificated benefits]	[$87,490 Total (a) $72,607 (b) $14,882 LCFF S/C (a), (b) Object Code: (a) 1000s certificated salaries (b) 3000s certificated benefits]

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Provide BTSA induction for qualified teachers.]	[2 teachers were inducted into BTSA this year.]	[$ 3,500 Total LCFF S/C Object Code: 5300 Dues and Memberships]	$7,000 Total LCFF S/C Object Code: 5300 Dues and Memberships]

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. An instructional coach was hired. Both the coach 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.

Overall, professional development has been effective, as we have seen a shift in instruction in math in 2017-18 and 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. The training teachers have received in math professional development sessions has led to improved instruction and data analysis.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[There were two teachers who qualified for BTSA this year compared to one in the previous year. We were able to hire one FTE instructional coach in October, leading to offset on cost from when we originally planned to fill that position.]

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 instructional strategies, interventions and support services will be designed to support EL's and other struggling subgroups. Voices will use standards aligned instructional materials, curriculum, resources and technology that will prepare students for college and career success. All 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

Expected	Actual
[Increase the percent of students that score an Overall score of 3 or higher on the LAS Links Spanish assessment as compared to prior year.	[Voices administered LAS Links in the 18-19 school year and results will be available in the summer. 43% Met or Exceeded Standard in ELA

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 (17/18 Baseline year).]	59% Met or Exceeded Standard in Math (Data from CAASPP 2017-18) (Data from SBAC 2018-19 N/A)]

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Adaptive technology based, standards based reading and math program licenses will be purchased for in class and intervention personalized learning opportunities (Dreambox and Achieve 3000).]	[Dreambox (all grades) and Achieve 3000 (2nd grade) licenses were purchased. These systems were used for in class and intervention personalized learning opportunities.]	[$14,685 Total LCFF S/C Object Code: 4400]	[$10,068 Total LCFF S/C Object Code: 4400]

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Purchase LAS Links licenses to measure Spanish Language development.]	[LAS Links Licenses were purchased to test all EO students.]	[$1,540 Total LCFF S/C Object Code: 5800]	$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Purchase benchmark assessments (Illuminate, NWEA and PKRS)]	[Illuminate, NWEA, and PKRS were all purchased to be used for benchmark assessments on students of all grade levels.]	[$3,722 Total LCFF S/C Object Code 5800]	[$1,125 Total LCFF S/C Object Code 5800]

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Associate Teachers conduct summer ELPAC testing for ELs]	[Two associate teachers conducted initial ELPAC testing throughout the summer.]	[$1,722 Total (a) $ 1,600 (b) $ 122 LCFF S/C (a), (b)	[$4,531 Total (a) $3,810 (b) $721 LCFF S/C (a), (b)

		Object Code: (a) 2000s (b) 3000s]	Object Code: (a) 2000s (b) 3000s]

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Purchase classroom technology including laptops, ipads, and projectors needed for blended learning.]	[Newer technology was purchased for classrooms, as needed, to support with blended learning.]	[$ 38,516 Total (a) $34,696 (b) $1,000 (c) $2,820 LCFF S/C (a), (b), (c) Object Code: (a) 4400 (b) 5800 (c) 5900]	[$32,619 Total (a) $31,585 (b) $1,034 LCFF S/C (a), (b) Object Code: (a) 4400 (b) 5800]

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 goals and actions were implemented as planned. Licenses were purchased LAS Links, Illuminate, Dreambox, Achieve3000, and NWEA MAP for student benchmark and growth purposes. Furthermore new student Chromebooks, headphones, and ipads were purchased for classrooms. Initial ELPAC testing was administered by 2 Associate Teachers.

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

[With all the goals and actions implemented as planned, this lead to more efficient testing. The newer Chromebooks needed less updates to keep up with various changes in the platforms that were purchased. Ipads made using the apps more portable for students and teachers. Having Associate Teachers administer initial ELPAC testing in the summer provided us with student ELAS statuses when the school year started rather than having to add testing to our beginning of the year schedule. This allowed us to begin our ELD classes earlier than ever.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Having 2 AT's administer Initial ELPAC testing over summer, took longer than expected, leading to more hours being used. Less technology and licences for certain platforms were purchased than

planned. Enough LAS Links licenses were purchased in the previous year, to where none needed to be purchased in the 2018-19 year.]

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 and will remain the same for the next LCAP cycle, as these platforms and technology purchases will continue to be used.]

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: [3, 4, 7]

Local Priorities: []

Annual Measurable Outcomes

Expected	Actual
[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.]	[Survey results from the 2017-18 school year showed 98% of parents reported feeling empowered to help their children succeed. The 2018-19 annual parent survey results are not yet available.]

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Parent Liaison will be promoted to 1.0 FTE Dean of Culture to promote parent involvement and a more positive school culture. In addition, .3 FTE of Principal time spent managing leadership,	[A Dean of Culture was hired and promoted parent involvement and a more positive school culture. Principal time was spent on managing leadership, parent involvement and student culture.]	[$118,199 Total Dean of Culture (a) $70,000 (b) $13,854 Principal Time (b) $6,375	[$112,615 Total Dean of Culture (a) $70,000 (b) $13,251 Principal Time (a) $23,255

| parent involvement and student culture.] | | (c) $27,970

 LCFF S/C (a), (b), (c)
 Object Code: (a) 2000s (b) 3000s (c) 1000s] | (c) $6,109

 LCFF S/C (a), (b), (c)
 Object Code: (a) 2000s (b) 3000s (c) 1000s |

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Provide funding for child care and parent meetings/activities.]	[Childcare services were provided for parent meetings/activities by a support staff member.]	[$5,505 Total (a) $ 5,385 (b) $ 100 (c) $ 20 LCFF S/C (a), (b), (c) Object Code: (a) 5800 (b) 2000s (c) 3000s]	[$145 Total (b) $123 (c) $23 LCFF S/C (b), (c) Object Code: (b) 2000s (c) 3000s

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Provide a yearly parent climate and culture survey.]	[A yearly parent climate and culture survey was given out in March.]	[$1,160 Total LCFF S/C Object Code: 5800]	[$924 Total LCFF S/C Object Code: 5800

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Provide necessary services to students with IEPs or 504s that is in excess of state and federal funding received for these students.]	[All students with IEP's or 504's were given the necessary services as stated in their plans.]	[$528,993 Total (a) $157,957 (b) $137,924 (c) $233,112 LCFF S/C State and Federal Special Education Funds Base]	[$783,191 Total (a) 136,992 (b) $563,370 (c) $82,829 State and Federal Special Education Funds (a) LCFF Base (b) LCFF S/C (c)]

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/services were implemented as planned. A Dean Of Culture was hired to support positive parent experiences and student culture. Some workshops that have been facilitated are, "Every School Day Counts," "Anti Bully," "Protocol for Emergencies," and "Empowering Children." In addition, the Dean of Culture was networked with the YWCA, and hosted an "Empowering Women" workshop for parents.

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

Results from the 2018-19 parent survey are not yet available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[A FTE Dean of Culture was hired this year. The childcare that was provided for parent workshops and engagement activities was provided by an AT or another support staff. Due to using internal staff for childcare, there was less funds used than budgeted. More services/equipment was provided/purchased for SPED students than budgeted.]

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.

[Moving into next year, we will continue having the Dean of Culture supporting with parent engagement, and student activities. Childcare will be provided as planned, in addition to our annual climate survey.]

Goal 4

[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

Expected	Actual
[80% of parents will indicate they are satisfied with the school culture and environment on the parent climate and culture survey.]	[Survey results from the 2017-18 school year showed 98% of parents rated the school culture as very positive, as well as 99% rated the school environment as very positive.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Contract and/or purchase enrichment activities/curriculum for students. Including CCCS aligned arts enrichment curriculum licensing and materials, fitness, Typing Without Tears, dance, etc]	[CCCS aligned enrichment curriculum was purchased/contracted for students]	[$13,300 Total (a) $4,500 (b) $8,800 LCFF S/C (a), (b) Object Code: (a) 4300 (b) 5800]	[$6,264 Total (a) $3,670 (b) $2,594 LCFF S/C (a), (b) Object Code: (a) 4300 (b) 5800]

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
[Provide a safe place with regular maintenance and custodial services of school facility with adequate supplies.]	[A safe place was provided with regular maintenance and custodial services.]	[$483,096 Total (a) $10,100 (b) $ 37,996 (c) $ 435,000 LCFF S/C (a), (b), (c) Object Code: (a) 4300 (b) 5500s (c) 5600]	[$453,145 Total (a) $296,046 (b) $157,099 LCFF S/C (a) SB70 (b) Object Code: (a) 4300 (b) 5500s (c) 5600]]

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 actions/services for this goal were implemented as planned. Students benefit from enrichment programs including art class and other enrichment services implemented by Associate Teachers. Regular maintenance and custodial services occured.

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

Associate teachers implemented specific activities during enrichment, including Playworks and Art as directed by the principal. The activities include lessons on values, history, physical fitness, art, and music. Students have learned how to play the flute (recorder), created cultural mask and have learned about different activist, such has Martin Luther King and Frida Kahlo.

Despite landlord delays regarding the timeline of moving into new modules and repair, the facility was maintained and a safe environment was provided.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Maintenance was provided as needed, not as many repairs needed this past year. Most of the enrichment activities are lead by AT's and were not contracted out.]

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.

[There will be additional action items added to this goal around internal facility walkthroughs, and maintaining a clean and safe environment. Action Items around continuing to promote positive school culture and engagement will be added to the Dean of Culture role.]

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 Mount Pleasant knows the importance of stakeholder engagement, as it leads to developing an effective plan for the school and student success. Voices Mount Pleasant 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 Mount Pleasant 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 first month of school survey and 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: September 12th, October 10th, November 14th, January 16th (1 LCAP Goal addressed in each meeting)

Parent Community Meetings: Once a Month

ELAC Meetings: September 26th, November 1st, November 28th, January 16th

Parent Workshops:"Every School Day Counts," "Anti Bully," "Protocol for Emergencies," and "Empowering Children."

Impact on LCAP and Annual Update

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

[Based on the stakeholder feedback, Voices Mount Pleasant will be modifying/adding action items to the 2019-22 LCAP.

Parents have expressed the desire to retain teachers, as well as AT's and support staff so that students experience consistency. This is reflective of Goal 1, Voices providing competitive salaries and a new action of supporting staff with credentialing needs. As well as, staff receiving more coaching time to support professional development.

Feedback from parents around enrichment activities has been noted. Parents would like to see more physical and recess activities. Goal 4 in the LCAP, addresses Voices maintaining a safe, positive and engaging school culture with an action item focused on contracting more enrichment activities for students.

The input received from stakeholders aligns with the LCAP goals.]

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 56% in 18-19, compared to 74% in 17-18.

]

Expected Annual Measurable Outcomes

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

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

Students to be Served:	Location(s):
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[All Students]	All Schools

<div align="center">OR</div>

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
[New]	Unchanged	Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 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. .2 FTE HR Specialist Salary + Benefits]		

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[$14,397 Total $12,000 (a) $2,397 (b)]	$14,688 Total $12,240 (a) $2,448 (b)]	[$14,985 Total $12,485 (a) $2,500 (b)]
Source	[LCFF S/C (a) (b)]	LCFF S/C (a) (b)	LCFF S/C (a) (b)

Budget Reference	[Object Code (a) 1000's, (b) 3000's]	[Object Code(a)1000's, (b) 3000's]	[Object Code (a) 1000's, (b) 3000's]

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):
[All Students]	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)	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)
[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
[Unchanged]	Unchanged	Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
[Provide competitive salary to attract and retain high quality teachers. Certificated Personnel Salary + Benefits]	.	

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[$897,218 Total $703,916 (a) $194,302 (b)]	[$1,017,157 Total $783,110 (a) $234,047 (b)]	[$1,311,562 Total $988,679 (a) $322,883 (b)]
Source	[LCFF Base, Title l, EPA]	[LCFF Base, Title l, EPA]	[LCFF Base, Title l, EPA]
Budget Reference	[Object Code: 1000s (a), 3000s (a)]	[Object Code: 1000s (a), 3000s (b)]	[Object Code: 1000s (a), 3000s (b)]

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)

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

[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
[Modified]	Unchanged	Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
[Provide coaching support to teachers in the classroom. 1 FTE Coach salary + Benefits]		

Budgeted Expenditures

Year	**2019-20**	**2020-21**	**2021-22**
Amount	[$95,218 Total $74,703 (a) $20,514 (b)]	[$99,717 Total $76,773 (a) $22,945 (b)]	[$104,647 Total $78,885 (a) $25,762 (b)]
Source	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]
Budget Reference	[Budget Code: 1000s (a), 3000s (b)]	[Budget Code: 1000s (a), 3000s (b)]	[Budget Code: 1000s (a), 3000s (b)]

Action   4

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

Students to be Served: **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[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
Unchanged	Unchanged	Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
[Provide Beginner Teacher Support & Assessment ("BTSA") induction for qualified teachers.]		

Budgeted Expenditures

Year	**2019-20**	**2020-21**	**2021-22**
Amount	$17,500	$17,500	$17,500
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	[Object Code: 5300]	[Object Code: 5300]	[Object Code: 5300]

(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 59% and ELA 43% were at or above grade level. The school will continue to focus in the area of mathematics.

-MAP Growth Results 28% ELA & 47% Math met Voices goals (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

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
[SBAC Math & ELA Standard Met/Exceeded]	[All Math 59% All ELA 43%]	[Increase 2% in ELA & Math (All)]	[Increase 3% in ELA & Math (All)]	Increase 3% in ELA & Math (All)]
[SBAC ELA % Standard Met/Exceeded]	[Economically Disadvantaged 38% English Learners 27% Students w/ Disabilities 0% Latino 44%]	[Increase 2% per subgroup]	[Increase 3% per subgroup]	[Increase 3% per subgroup]
SBAC Math % Standard Met/Exceeded	Economically Disadvantaged 58% English Learner 38% Students w/ Disabilities 0% Latino 61%	Increase 2% per subgroup	Increase 3% per subgroup	Increase 3% per subgroup
[NWEA MAP % Growth Targets Met (ELA)]	[Economically Disadvantaged 29% English Learners 7% Students w/ 0% Disabilities Latino 29%]	[increase 2% points per year]	[increase 2% points per year]]	[increase 2% points per year]]

NWEA MAP % Growth Targets Met (Math)	Economically Disadvantaged 44% English Learner 21% Students w/ Disabilities 0% Latino 50%	increase 2% points per year]	increase 2% points per year]	increase 2% points per year]
Local Data – Teacher Participation in Professional Development (SIOP, systematic ELD, or CCSS training as need)	100% classroom teachers participated 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.]]		

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[$7,812]	[$8,958]	[$10,011]
Source	[LCFF S/C]	[LCFF S/C]	[LCFF S/C]
Budget Reference	[Object Code: 5800]	[Object Code: 5800]	[Object Code: 5800]

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)
[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
[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 materials costs-one time cost of $3,638 (books), $320 (teacher manual per grade (2nd-4th)]		

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[$4,598]	[$4,598]	[$4,598]
Source	[LCFF S/C]	[LCFF S/C]	[LCFF S/C]
Budget Reference	[Object Code: 5800]	[Object Code: 5800]	[Object Code: 5800]

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)

Location(s):

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

Students to be Served	Location(s)
All Students	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)

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)

Students to be Served	Scope of Services	Location(s)
[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
Unhanged	Unchanged	Unchanged

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

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[$39,767 Total	[$40,905 Total	$42,099 Total
Source	LCFF S/C	LCFF S/C	LCFF S/C
Budget Reference	[Object Code: 4400]	Object Code: 4400	Object Code: 4400

Action 4

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
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
New	Unchanged	Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
Provide standards-aligned professional development and planning time (IPP) for teachers .3 FTE Principal Salary + Benefits		

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[$36,362 Total $28,529 (a) $7,834 (b)]	[$37,797 Total $29,100 (a) $8,697 (b)]	[$39,375 Total $29,682 (a) $9,693 (b)]
Source	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]
Budget Reference	[Object Code: 1000s (a), 3000s (b)]	[Object Code: 1000s (a), 3000s (b)]	[Object Code: 1000s (a), 3000s (b)]

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

[New]

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 0% (18-19)

- ELPAC Results 35% level 4, 27% level 3]

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
ELPAC EL % Level 3/Level 4	35% Level 4 27% Level 3 (17-18 data)	Increase 2% per level	Increase 2% per level	Increase 2% per level
RFEP Rate	0% (18-19 Data)	Increase rate 2%	Increase rate 2%	Increase rate 2%

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
[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.]		

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[$24,978 Total]	[$25,692 Total]	[$26,442 Total]
Source	[LCFF S/C]	[LCFF S/C]	[LCFF S/C]

Budget Reference	[Object Code: 4400]	[Object Code: 4400]	[Object Code: 4400]

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)
[Low Income, 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 LAS Links licenses to measure Spanish Language development. $6.50 per student (K-8th)]		

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[$1,742]	[$2,100]	[$2,429]
Source	[LCFF S/C]	[LCFF S/C]	[LCFF S/C]
Budget Reference	[Object Code: 5882]	[Object Code: 5882]	[Object Code: 5882]

Action   3

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

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	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
[Associate Teachers conduct summer ELPAC testing for ELs.]		

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[$960 Total $800 (a) $160 (b)]	[$960 Total $800 (a) $160 (b)]	[$960 Total $800 (a) $160 (b)]
Source	[LCFF (a) (b)]	[LCFF (a) (b)]	[LCFF (a) (b)]
Budget Reference	[Object Code: 2000s (a), 3000s (b)]	[Object Code: 2000s (a), 3000s (b)]	[Object Code: 2000s (a), 3000s (b)]

Action   4

Students to be Served: **Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[All Students]	[All Schools]

<div align="center">**OR**</div>

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
[New]	Unchanged	Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
[Principal will manage leadership, intervention services and student performance. .3 FTE Principal Salary + Benefits]		

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[$36,363 Total $28,529 (a) $7,834 (b)]	[$37,797 Total $29,100 (a) $8,697 (b)]	[$39,375 Total $29,682 (a) $9,693 (b)]
Source	[LCFF (a) (b)]	[LCFF (a) (b)]	[LCFF (a) (b)
Budget Reference	[Object Code: 1000s (a), 3000s (b)]	[Object Code: 1000s (a), 3000s (b)]	[Object Code: 1000s (a), 3000s (b)]

Action   5

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

<div align="center">**OR**</div>

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)
[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
[New]	Unchanged	Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
[The Dean of Culture will coordinate all services for special populations (504, SPED, SST, truant, etc.) .5 FTE Dean of Culture Salary + Benefits]		

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[$43,360 Total $36,141 (a) $7,219 (b)]	[$44,571 Total $37,142 (a) $7,429 (b)]	[$45,807 Total $38,164 (a) $7,643 (b)]
Source	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]
Budget Reference	[Object Code: 2000s (a), 3000s (b)]	[Object Code: 2000s (a), 3000s (b)]	Object Code: 2000s (a), 3000s (b)]

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

[Modified]

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.

- Maintain 0.4% Suspension Rate (17-18)

-95% ADA (as of May 30, 2018)

-Maintain or increase the amount of parent workshops.

-Student survey needs to be created to collect feedback

-Maintain a 0% expulsion rate

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
[# of Parent Workshops w/ Childcare Provided]	[4 Workshops held in 18-19]	[4 or more per year]	[4 or more per year]	[4 or more per year]
Parents receive LCAP materials in English and Spanish	100%	100%	100%	100%
[% Average Daily Attendance]	[95% (as of May 30, 2019)]	[>95%]	[>95%]	[>95%]
[Suspension Rate]	0.7% (17-18)	[<5%]	[<5%]	[<5%]
Expulsion Rate	0% (as of May 30, 2019)	<2%	<2%	<2%
% Middle School Dropout	Baseline 20-21	<2%	<2%	<2%
Self Reported % students stating they are having a positive experience at school	Baseline 19-20	>80%	>80%	>80%
Self Reported % students stating they feel safe at school	Baseline 19-20	>80%	>80%	>80%
[Self Reported % parents stating school takes actions to ensure child safety	[18-19 Survey results not yet available]	[75%]	[75%]	[75%]

% of Stakeholders respond to annual satisfaction survey	18-19 Survey results not yet available	80%	80%	80%
% of Stakeholders rate school with "C" or better grade.	18-19 Survey results not yet available	90%	90%	90%

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):

[All Students]	[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)

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)

[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
[Unchanged]	Unchanged	Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
[Custodians will maintain a clean and safe school facility and environment for students and adequate supplies will be provided. Contractor Cost Supply Cost		

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[$25,878 Total $17,878 (a) $8,000 (b)]	[$26,618 Total $18,389 (a) $8,229 (b)]	[$27,395 Total $18,926 (a) $8,469 (b)]
Source	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)	[LCFF S/C (a) (b)]
Budget Reference	[Object Code: 2000s (a) 3000s (b)]	[Object Code: 2000s (a) 3000s (b)]	[Object Code: 2000s (a) 3000s (b)]

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	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
[Voices will provide a modern and suitable facility for students with all the amenities and safety components expected for implementation of our charter school program and maintain facility in good repair. Facility payment and Maintenance]		

Budgeted Expenditures

Year	2019-20	2020-21	2021-22

Amount	[$248,519 Total $100,000 (5605) $3,199 (5920) $7,435(5501) $137,885 (5601)]	[$407,230 Total $120,000 (5605) $3,291 (5920) $7,648 (5501) $276,291 (5601)]	[$552,687 Total $123,504 (5605) $3,387 (5920) $7,871 (5501) $417,925 (5601)]
Source	[LCFF S/C]	[LCFF S/C]	[LCFF S/C]
Budget Reference	[Object Code: 5000s]	[Object Code: 5000s]	[Object Code: 5000s]

Action 3

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[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
[New]	Unchanged	Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
[School staff conduct regular walk-throughs of Charter School facilities and assure repairs are made in a timely manner. .3 Business Manager + Salary Facility and Maintenance Budget		

Budgeted Expenditures

Year	**2019-20**	**2020-21**	**2021-22**

Amount	[$20,367 Total $16,976 (a) $3,391 (b)]	[$20,935 Total $17,446 (a) $3,489 (b)]	[$21,516 Total $17,926 (a) $3,590 (b)]
Source	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]
Budget Reference	[Object Code 2000s (a), 3000s (b)]	[Object Code 2000s (a), 3000s (b)]	[Object Code 2000s (a), 3000s (b)]

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	Select from New, Modified, or Unchanged for 2020-21	Select from New, Modified, or Unchanged for 2021-22
[Modified]	[Unchanged]	[Unchanged]

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
[The Dean of Culture will promote a an engaging, positive, and safe school culture and environment and execute a character development program. .5 FTE Dean of Culture Salary + Benefits Materials or Training $1,000]		

Budgeted Expenditures

Year	2019-20	2020-21	2021-22

Amount	[$44,360 Total $36,141 (a) $7,219 (b) $1,000 (c)]	[$45,571 Total $37,142 (a) $7,429 (b) $1,000 (c)]	[$46,807 Total $38,164 (a) $7,643 (b) $1,000 (c)]
Source	[LCFF S/C (a) (b) (c)]	[LCFF S/C (a) (b) (c)]	[LCFF S/C (a) (b) (c)]
Budget Reference	[Object Codes: 2000s (a), 3000s (b 5800 (c))]	[Object Codes: 2000s (a), 3000s (b) 5800 (c)]	[Object Codes: 2000s (a), 3000s (b) 5800 (c)]

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):

[All Students]

[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)

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)

[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
[New]	Unchanged	Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
[The Business Clerk will concentrate time on school attendance and reporting. 0.8 FTE Business Clerk Salary + Benefits]		

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[$13,627 Total $11,909 (a) $1,718 (b)]	[$27,295 Total $24,277 (a) $2,818 (b)]	[$28,051 Total $25,151 (a) $2,900 (b)]

Source	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]
Budget Reference	[Object Reference: 2000s (a) 3000s (b)]	[Object Reference: 2000s (a) 3000s (b)]	[Object Reference: 2000s (a) 3000s (b)]

Action   6

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[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
New	Unchanged	Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
[Principal time will be spent managing leadership, parent involvement and student culture. .2 FTE Principal Salary + Benefits]		

Budgeted Expenditures

Year	**2019-20**	**2020-21**	**2021-22**
Amount	[$24,016 Total $19,019 (a) $5.191 (b)]	[$24,959 Total $19,400 (a) $5,755 (b)]	[$26,000 Total $19,788 (a) $6,410 (b)]
Source	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]
Budget Reference	[Object Code: 1000s (a), 3000s (b)]	[Object Code: 1000s (a), 3000s (b)]	[Object Code: 1000s (a), 3000s (b)]

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
[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 aligned arts enrichment curriculum licensing and materials, as well as, physical activity programs. $10 per student for Handwriting without Tears (K-1st) $2,029 per student for Typing without Tears (2nd +) $4,000 Art in Action]		

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[$7,724 Total $2,756 (a) $6,771 (b)]	[$9,337 Total $2,835 (a) $7,321 (b)]	[$9,944 Total $2,918 (a) $7,827 (b)]
Source	[LCFF S/C (a), (b)]	[LCFF S/C (a), (b)]	[LCFF S/C (a), (b)]

Budget Reference	[Object Code: 5800 (a), 4110 (b)]	[Object Code: 5800 (a), 4110 (b)]	[Object Code: 5800 (a), 4110 (b)]

Action 8

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[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
[Unchanged]	Modified	Unchanged

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

Budgeted Expenditures

Year	**2019-20**	**2020-21**	**2021-22**
Amount	[$1,804]	[$1,984]	[$2,096]
Source	[LCFF S/C]	[LCFF S/C]	[LCFF S/C]
Budget Reference	[Object Code: 5800]	[Object Code: 5800]	[Object Code: 5800]

Action   9

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[All Students]	[All Schools]

OR

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
[New]	Unchanged	Unchanged

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
[Hold a minimum of 4 parent workshops per year and provide child care and incentives.]		

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[$571 Total $480 (a) $96 (b)]	[$571 Total $480 (a) $96 (b)]	[$571 Total $480 (a) $96 (b)]
Source	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]	[LCFF S/C (a) (b)]
Budget Reference	[Object Code: 2000s (a), 3000s (b)]	[Object Code: 2000s (a), 3000s (b)]	[Object Code: 2000s (a), 3000s (b)]

Action   10

Students to be Served:	**Location(s):**

(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
[Add Students to be Served selection here]	[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	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
[Provide translation services for written materials.]		

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	[$2,000 Total]	[$2,000 Total]	[$2,000 Total]
Source	[LCFF S/C]	[LCFF S/C]	[LCFF S/C]
Budget Reference	[Object Code: 5800]	[Object Code: 5800]	[Object Code: 5800]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$ 711,925	31.88 %

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 at Mount Pleasant will receive $711,925 in Supplemental Local Control Funding Formula Funds in 2019-20. These funds are calculated based on the number of English learners; students identified as low income, and redesignated fluent English proficient pupils.

Voices will offer a variety of programs and supports principally directed to English learners, low income students and foster youth. These include: Academic coaches for teachers; secure and maintain a suitable facility to serve student needs; purchase adaptive technology based reading and math in class and intervention program; increase parent liaison time; implement community building events; develop additional parent participation activities and engagement opportunities; purchase licenses for Math and ELA assessment systems; implement an arts curriculum; secure enrichment contracts with external enrichment specialists. Schoolwide implementation of these practices will not only have an impact on learning environment and the climate of the school as a whole but will also have a disproportionately positive impact on the targeted 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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

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?