



Voices College-Bound Language Academies

Board Meeting

Date and Time

Friday January 28, 2022 at 3:00 PM PST

Zoom Meeting

<https://us02web.zoom.us/j/84445425805?pwd=MDBWS3JUc0tRNG5zVE1PMUhpUzBXZz09>

Meeting ID: 844-4542-5805

Password: 3097

Dial

(408) 638 0968 (San Jose)

Instructions For Presentations To The Board By Parents and Citizens

PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD

At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda. Members of the public may also address the Board on an agenda item before or during the Board's consideration of the item. Submitted comments may be read into the record to the extent practicable based upon factors such as the length of the agenda and available time. Comments received within the window of the board meeting whether read or not, will be shared with the board and noted in the minutes.

Individual commenters are limited to a single comment per agenda item.

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Comments should be limited to 400 words or less, and will need to be readable within the time allocated for each comment. These presentations are limited to no more than 15 minutes total and 3 minutes per person. A full comment may not be read if the length of time to read the comment exceeds the designated limit. No action can

be taken on an item not on the agenda at this time but may be referred to the administration or put on a future agenda.

1. When addressing the Board, speakers are requested to state their name and address and adhere to the limits set forth.
2. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or majority of all, of the Board members shall be available for public inspection at 6840 Via Del Oro, Suite #160. San Jose, CA 95119.
3. **REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY:**
Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting Lizzette Ramirez at (408)791-1609 Ex.1052
4. All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The executive director recommends approval of all consent items.
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6. All time duration are estimates and may run shorter or longer.

Agenda

	Purpose	Presenter	Time
I. Opening Items			3:00 PM
Opening Items			
A. Record Attendance			
B. Call the Meeting to Order			
C. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency	Vote		
The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e) (1)(B), that meeting in person would present imminent risks to health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the			

	Purpose	Presenter	Time
<p>Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.</p>			
<p>D. Public Comment (on items not on the Agenda)</p>			
	Non-agenda items: No individual presentation shall be more than 3 minutes and the total time for this purpose shall not exceed 15 minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the board may give direction to staff following a presentation.		

II. Consent Items

A. Approve Minutes	Approve Minutes
Approve minutes for Board Meeting on December 1, 2021	
B. Approve SARC for Voices FS, MH, MP, WCC, and ST	Vote
The CDE confirmed that the only SARC pre-populated tables that will not be available are the associated teacher tables (Tables 6, 7, 8 and 9). These tables will not be available until after the February 1st deadline. Given the delay of these tables, schools/LEAs are being advised that they should post their Board approved SARCs by the February 1st deadline without the four teacher tables populated.	

Voices request the board approve this draft of the SARC reports. Once the information is provided by the CDE, we will transfer the information into the drafts.

III. Board Business

A. 20-21 Audit Report	Vote
Approve Audit Report	
B. Voices Academies ESSER III Safe Return to InPerson Instruction and Continuity of Services	Vote

	Purpose	Presenter	Time
	Plan for Voices FS, MH, MP, WCC, ST (revised 01.2022)		
	The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds.		
C.	Approve ESSER III Plan for ST	Vote	
D.	LCAP Supplemental Presentation for Voices FS, MH, MP, WCC, and ST	FYI	
	a. Supplement to the Annual Update to the 2021-22 LCAP		
	b. Update on any changes to the Budget Overview for Parents		
	c. Update on all available mid-year outcome data (21-22 LCAP Metrics)		
	d. Update on Mid-year expenditure and implementation data (21-22 LCAP actions)		
E.	Committee updates	FYI	
IV.	Closed Session		
A.	Public Employee Performance Evaluation- CEO (Pursuant to Gov. Code Section 54957(b)(1).) and Anticipated Litigation (Pursuant to Gov. Code § 54956.9(d)(2) or (3)		
V.	Reconvene Open Session		
A.	Report on action taken in closed session	FYI	
VI.	Closing Items		
A.	Adjourn Meeting	Vote	

Coversheet

Approve Minutes

Section: II. Consent Items
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on December 1, 2021

APPROVED



Voices College-Bound Language Academies

Minutes

Board Meeting

Date and Time

Wednesday December 1, 2021 at 2:00 PM

Zoom Meeting

<https://us02web.zoom.us/j/84445425805?pwd=MDBWS3JUc0tRNG5zVE1PMUhpUzBXZz09>

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Directors Present

A. Miller (remote), D. Cadette (remote), I. Connell, K. Wisckol (remote), S. Perez (remote), S. Sandoval (remote), W. Plasencia (remote)

Directors Absent

None

Directors who arrived after the meeting opened

I. Connell

Non Voting Members Present

F. Teso (remote)

Guests Present

L. Ramirez (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

S. Sandoval called a meeting of the board of directors of Voices College-Bound Language Academies to order on Wednesday Dec 1, 2021 at 2:04 PM.

C. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency

D. Cadette made a motion to approve of Board Findings relating to Teleconference meetings during State of Emergency.

K. Wisckol seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Aye
K. Wisckol	Aye
S. Perez	Aye
S. Sandoval	Aye
D. Cadette	Aye
I. Connell	Absent
W. Plasencia	Aye

D. Public Comment (on items not on the Agenda)

No public comments.

II. Consent Items

A. Approve Minutes

A. Miller made a motion to approve the minutes from Board Meeting on 10-25-21.

K. Wisckol seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Aye
I. Connell	Absent
K. Wisckol	Aye
W. Plasencia	Aye
S. Sandoval	Aye
D. Cadette	Aye
S. Perez	Aye

B.

Depreciation Policy

A. Miller made a motion to approve Depreciation Policy.

K. Wisckol seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

I. Connell Absent

S. Sandoval Aye

S. Perez Aye

K. Wisckol Aye

A. Miller Aye

D. Cadette Aye

W. Plasencia Aye

III. Board Business

A. Community Survey

D. Flores shared community survey results via power point.

B. Finance Updates and Fiscal Approvals

Dena Koren (EdTech) presented finance updates via power point.

I. Connell arrived at 2:51 PM.

D. Cadette made a motion to Approve 1st Interim Financials.

K. Wisckol seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

K. Wisckol Aye

I. Connell Absent

A. Miller Aye

W. Plasencia Aye

S. Perez Aye

D. Cadette Aye

S. Sandoval Aye

A. Miller made a motion to Approve Educator Effectiveness Grant Voices Flagship.

K. Wisckol seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

W. Plasencia Aye

S. Sandoval Aye

K. Wisckol Aye

A. Miller Aye

D. Cadette Aye

I. Connell Aye

S. Perez Aye

A. Miller made a motion to Approve Educator Effectiveness Grant Voices WCC.

K. Wisckol seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

I. Connell Aye

A. Miller Aye

K. Wisckol Aye

S. Sandoval Aye

W. Plasencia Aye

D. Cadette Aye

S. Perez Aye

A. Miller made a motion to Approve Educator Effectiveness Grant Voices Stockton.

K. Wisckol seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller Aye

I. Connell Aye

W. Plasencia Aye

S. Sandoval Aye

S. Perez Aye

K. Wisckol Aye

D. Cadette Aye

A. Miller made a motion to Approve Educator Effectiveness Grant Voices Morgan Hill.

K. Wisckol seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

K. Wisckol Aye

D. Cadette Aye

I. Connell Aye

S. Sandoval Aye

W. Plasencia Aye

S. Perez Aye

A. Miller Aye

A. Miller made a motion to Approve Educator Effectiveness Grant Voices Mount Pleasant.

K. Wisckol seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

I. Connell Aye

W. Plasencia Aye

S. Perez Aye

D. Cadette Aye

S. Sandoval Aye

K. Wisckol Aye

Roll Call

A. Miller Aye

C. Committee updates

- D.Koren and I.Connell provided Finance committee updates via power point.
- K.Wisckol provided Governance committee updates.

IV. Closed Session

A. Public Employee Performance Evaluation- CEO (Pursuant to Gov. Code Section 54957(b)(1).)

Closed session convened at 3:02 PM.

V. Reconvene Open Session

A. Report on action taken in closed session

Reconvened open session at 4:43 PM.

No actions taken during closed session.

B. Voices San Joaquin Opening Decision

F.Teso shared Voices San Joaquin opening decision.

K. Wisckol made a motion to approve to not open Voices San Joaquin.

A. Miller seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Perez Aye

K. Wisckol Aye

W. Plasencia Aye

I. Connell Aye

D. Cadette Aye

S. Sandoval Aye

A. Miller Aye

VI. Closing Items

A. Adjourn Meeting

D. Cadette made a motion to adjourn meeting.

I. Connell seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sandoval Aye
D. Cadette Aye
W. Plasencia Aye
K. Wisckol Aye
I. Connell Aye
S. Perez Aye
A. Miller Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:50 PM.

Respectfully Submitted,
S. Sandoval

Coversheet

Approve SARC for Voices FS, MH, MP, WCC, and ST

Section:	II. Consent Items
Item:	B. Approve SARC for Voices FS, MH, MP, WCC, and ST
Purpose:	Vote
Submitted by:	
Related Material:	FM SARC 20-21.docx.pdf MH SARC 20-21 (1).docx WCC SARC 20-21.docx.pdf Stockton SARC 20-21.docx MP SARC 20-21.docx_draft.pdf SARC expenditure tables.pdf



School Accountability Report Card

Reported Using Data from the

2020–2021 School Year

California Department of Education

For Voices College-Bound Language Academy

Address: 715 Hellyer Ave. San Jose, CA 95111 **Phone:** 408-361-1960

Principal: Gabriela Quintanilla **Grade Span:** K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

Principal's Message:

It is a pleasure to continue serving as Principal of Voices College-Bound Language Academy. I continue to be committed to the mission of Voices to prepare all of our children for the obstacles of higher education and beyond. As Principal, I dedicate myself to ensuring a caring and rigorous learning environment for our students. I am grateful to be supported by a staff of talented and committed individuals. Together we are here to enrich our children's education by holding them to high expectations and providing them with the necessary support to succeed.

Voices is a language immersion school (Spanish and English) that believes in holding the highest expectations for students and teachers. Our educational model utilizes best practices designed to create rigorous learning opportunities for all students. Teachers are trained on instruction that incorporates language learning into all lessons and is deliberately designed to accelerate the learning of our students. At Voices our students and our teachers are guided by our school values. Below is a brief description of our school values:

Scholarship: At Voices, we strive to create students who value academics and learning. The value of Scholarship reminds us of the importance of responsibility, self-control, and determination when it comes to our education.

Sí Se Puede Attitude: At Voices, we never give up and we stay positive. The value of Sí Se Puede Attitude reminds us that hard work, positivity, and healthy risk-taking are valuable in helping us to overcome obstacles we will face in our lives.

In Lak'ech: At Voices, we understand that more can be achieved together. In Lak'ech is a Mayan phrase meaning "You are my other me." We understand that by showing respect and understanding to others we are ultimately creating a strong community and family at Voices.

Activism: At Voices, we believe that the current education system does not serve all students equitably. By holding unwavering expectations, teaching in two languages, focusing on targeted differentiation, and heavily investing in teacher development, we seek to challenge the status quo.

This year our priority is centered around data driven instruction. Through weekly intellectual preparation time, coaching, and data analysis we will make an impact on student learning. Additionally we are prioritizing our school culture by holding ourselves accountable to student learning, alignment and collaboration, and effectiveness on the basis of results.

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	Franklin McKinley Elementary
Phone Number	408-283-6006
Superintendent	Juan Cruz
Email Address	juan.cruz@fmsd.org
Website	www.fmsd.org

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	Voices College-Bound Language Academy
Street	715 Hellyer Ave.
City, State, Zip	San Jose, CA 95111
Phone Number	408-361-1960
Principal	Gabriella Quintanilla
Email Address	gquintanilla@voicescharterschool.com
Website	http://www.voicescharterschool.com
County-District-School (CDS) Code	43694500113662

Table 3: School Description and Mission Statement (School Year 2021–2022)

The vision for Voices Academy was born out of the belief that every child has the right to an excellent education. Starting with a core group of educators committed to educational equity, we designed a school where all children could learn at high levels.

Voices College-Bound Language Academy is a language immersion charter school, where both English and Spanish speaking students learn mostly in Spanish the first few years of school and then switch to English in the latter years, resulting in bilingual students who achieve at high levels. Voices opened in 2015 with grades K and 1, and has increased a grade each school year and now almost at full capacity serving students in grades kindergarten through grade six. We will continue to increase a grade level each year until we reach our full capacity of grade eight. We have been highly successful and we anticipate our success will flourish as we grow!

Goals: The skills needed in tomorrow's society are different from those traditionally afforded to children of color in underserved school communities, and the level of competency required is higher than ever before. An educated person in the 21st Century is a bilingual, technologically competent, lifelong learner, enthusiastic about acquiring new knowledge and applying it to novel situations. He/She is able to make informed life decisions based on awareness and understanding of all life's possibilities. He/She is an active citizen in the community who is open-minded and values multiple perspectives and diversity. In order to be prepared to be successful and compete in the future, our students must acquire different habits of mind, centered on critical thinking and problem solving, and meet more rigorous academic expectations. We prepare our students for this new

world and economy by providing educational opportunities based on research-based pedagogical principles.

Mission: Voices College-Bound Language Academy will prepare all students for the challenges of higher education through the context of an academically rigorous dual language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

Vision: All students graduating from Voices College-Bound Language Academy at will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and developing a deep understanding of subject matter. Students will have a heightened awareness of the endless possibilities for their future and will be able to think critically by asking the right questions, especially when confronted with the status quo. With the guidance of teachers who are dedicated to being active participants in a professional caring community driven by student learning and parents who work in partnership with the school, students will have a lifelong intrinsic desire to learn and a sense of social responsibility to make their community better for those that come after them.

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	54
Grade 1	49
Grade 2	52
Grade 3	54
Grade 4	53
Grade 5	43
Grade 6	46
Grade 7	41
Grade 8	39
Total Enrollment	431

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	49.20%
Male	50.80%
Non-Binary	0
American Indian or Alaska Native	0
Asian	0.50
Black or African American	0.50
Filipino	0.20
Hispanic or Latino	95.80
Native Hawaiian or Pacific Islander	0
Two or More Races	0.20
White	1.90
English Learners	46.40
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	62.40
Students with Disabilities	13.20

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Intern Credential Holders Properly Assigned	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Unknown	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Total Teaching Positions	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA) (School Year 2019–2020)

Authorization/Assignment	Number
Permits and Waivers	data avail. 2/1
Misassignments	data avail. 2/1
Vacant Positions	data avail. 2/1
Total Teachers Without Credentials and Misassignments	data avail. 2/1

**Table 8: Credentialed Teachers Assigned Out-of-Field
(considered “out-of-field” under ESSA) (School Year 2019–2020)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	data avail. 2/1
Local Assignment Options	data avail. 2/1
Total Out-of-Field Teachers	data avail. 2/1

Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	data avail. 2/1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	data avail. 2/1

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;

- o Available to students in grades 3 through 8, and grade 11; and
- o Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - o Smarter Balanced ELA and mathematics summative assessments;
 - o Other assessments meeting the SBE criteria; or
 - o Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Table 14: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**Table 15: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	275	2	0.73	99.27	- -
Female	125	2	1.60	98.40	- -
Male	150	0	0	100	- -
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	- -	- -	- -	- -	- -
Filipino	- -	- -	- -	- -	- -
Hispanic or Latino	200	2	0.77	99.23	- -
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	- -	- -	- -	- -	- -
White	- -	- -	- -	- -	- -
English Learners	137	0	0	100	- -
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	197	0	0	100	- -
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	2	4.35	95.65	- -

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	275	2	0.73	99.27	- -
Female	125	2	1.60	98.40	- -
Male	150	0	0	100	- -
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	- -	- -	- -	- -	- -
Filipino	- -	- -	- -	- -	- -
Hispanic or Latino	260	2	0.77	99.23	- -
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	- -	- -	- -	- -	- -
White	- -	- -	- -	- -	- -
English Learners	137	0	0	100	- -
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged Students	197	0	0	100	- -
Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	2	4.35	95.65	- -

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 17: Local Assessment Test Results in ELA by Student Group**Assessment Name(s): NWEA MAP****Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	275	262	95	5	47
Female	125	117	94	6	55
Male	150	145	97	3	41
American Indian or Alaska Native					
Asian	2	2	100	0	–
Black or African American	1	1	100	0	–
Filipino					
Hispanic or Latino	264	247	94	6	46
Native Hawaiian or Pacific Islander					
Two or More Races					
White	6	6	100	0	–
English Learners	137	133	97	3	29
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	143	135	94	6	43
Students Receiving Migrant Education Services					
Students with Disabilities	49	46	94	6	26

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 18: Local Assessment Test Results in Mathematics by Student Group**Assessment Name(s): NWEA MAP****Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	275	260	95	5	41
Female	125	115	92	8	52
Male	150	145	97	3	33
American Indian or Alaska Native					
Asian	2	2	100	0	—
Black or African American	1	1	100	0	—
Filipino					
Hispanic or Latino	264	245	93	7	40
Native Hawaiian or Pacific Islander					
Two or More Races					
White	6	6	100	0	—
English Learners	137	129	94	6	29
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	143	134	94	6	38
Students Receiving Migrant Education Services					
Students with Disabilities	49	45	92	8	27

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

**Table 19: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
Science (grades 5, 8 and high school)	N/A	N/T	N/A	- -	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	N/T	N/T	N/T	N/T
Female	39	N/T	N/T	N/T	N/T
Male	42	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	- -	N/T	N/T	N/T	N/T
Hispanic or Latino	78	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	- -	N/T	N/T	N/T	N/T
English Learners	35	N/T	N/T	N/T	N/T
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	58	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Table 21: Career Technical Education Programs (School Year 2020–2021)

[Narrative provided by the LEA]

[Use this space to provide information about Career Technical Education (CTE) programs as follows:

- *We do not offer these courses, as they are applicable to high school only*

Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

We strongly believe that parent involvement is key to a student's success. However, no parent involvement plan shall require mandatory services from parents, and under no circumstances shall any student suffer any adverse consequences based upon a parent's level of service or contribution to the school. We recognize that every parent is able to be involved at different levels due to individual specific family, work, cultural reasons and even health issues. The definition of parent involvement that Voices values above all else is parental concern and home support of the schools' efforts to educate the student through love, nurturing and good parenting. Therefore, two levels of parent involvement are available to parents:

Required: Commitment and willingness to fulfill the Parent Agreement; Commitment and willingness to adhere and support all school policies including those outlined in the Family Handbook; Two-way communication between the school and home regarding the education and well-being of the student.

Encouraged: School sponsored activities (Reopening Parent Meeting, Dia de Apoyo, Network-wide Parent Ed Series, Cafecitos etc.), Parent Committees (ELAC, Parent Event School Committee, Parent Leadership Team, etc.) and participation in an Annual Parent Survey.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;

- High school graduation rates; and
- Chronic Absenteeism

**Table 28: Chronic Absenteeism by Student Group
(School Year 2020–2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	441	432	41	9.5
Female	215	212	19	9
Male	226	220	22	10
American Indian or Alaska Native	2	2	0	0
Asian	0	0	0	0
Black or African American	2	2	0	0
Filipino	1	1	0	0
Hispanic or Latino	420	413	40	9.7
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	1	1	0	0
White	8	8	0	0
English Learners	205	204	27	13.2
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	310	304	37	12.2
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	64	62	10	16.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Table 29: Suspensions and Expulsions
 (data collected between July through June, each full school year respectively)

Rate	School 2018–2 019	School 2020–2 021	District 2018–2 019	District 2020–2 021	State 2018–2 019	State 2020–20 21
Suspensions	2.22	0	1.88	0	3.47	0.20
Expulsions	0	0	0	0	0.08	0

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions for School Year 2019–2020 Only
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2 020	District 2019–2 020	State 2019–2 020
Suspensions	0.21	1.04	2.45
Expulsions	0	0	0.05

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Table 31: Suspensions and Expulsions by Student Group
 (School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0

Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	29	0	2	0
1	30	0	2	0
2	29	0	2	0
3	29	0	2	0
4	28	0	2	0
5	27	0	2	0
6	25	0	6	0
Other**	0	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	28	0	2	0
1	27	0	2	0
2	28	0	2	0
3	29	0	2	0
4	27	0	2	0
5	24	0	2	0
6	25	0	6	0
Other**	0	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–2021)**

Grade Level	Average Class Size	Number of Classes*		Number of Classes* 33+
		1-20	21-32	
K	27	0	2	0
1	25	0	2	0
2	26	0	2	0
3	27	0	2	0
4	27	0	2	0
5	22	0	2	0
6	23	0	2	0
Other**	0	0	6	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2018–2019)**

Subject	Average Class Size	Number of Classes*		Number of Classes* 33+
		1-22	23-32	
English Language Arts	23	2	2	0
Mathematics	0	0	0	0
Science	0	0	0	0
Social Science	0	0	0	0

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

Table 1: LEA-Level CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	275	2	0.73	99.27	- -
Female	125	2	1.60	98.40	- -
Male	150	0	0	100	- -
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	- -	- -	- -	- -	- -
Filipino	- -	- -	- -	- -	- -
Hispanic or Latino	200	2	0.77	99.23	- -
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	- -	- -	- -	- -	- -
White	- -	- -	- -	- -	- -
English Learners	137	0	0	100	- -
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	197	0	0	100	- -
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	2	4.35	95.65	- -

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	275	2	0.73	99.27	- -
Female	125	2	1.60	98.40	- -
Male	150	0	0	100	- -
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	- -	- -	- -	- -	- -
Filipino	- -	- -	- -	- -	- -
Hispanic or Latino	260	2	0.77	99.23	- -
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	- -	- -	- -	- -	- -
White	- -	- -	- -	- -	- -
English Learners	137	0	0	100	- -
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	197	0	0	100	- -
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	2	4.35	95.65	- -

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group**Assessment Name(s): NWEA MAP****Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	275	262	95	5	47
Female	125	117	94	6	55
Male	150	145	97	3	41
American Indian or Alaska Native					
Asian	2	2	100	0	—
Black or African American	1	1	100	0	—
Filipino					
Hispanic or Latino	264	247	94	6	46
Native Hawaiian or Pacific Islander					
Two or More Races					
White	6	6	100	0	—
English Learners	137	133	97	3	29
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	143	135	94	6	43
Students Receiving Migrant Education Services					
Students with Disabilities	49	46	94	6	26

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.

Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): NWEA MAP
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	275	260	95	5	41
Female	125	115	92	8	52
Male	150	145	97	3	33
American Indian or Alaska Native					
Asian	2	2	100	0	—
Black or African American	1	1	100	0	—
Filipino					
Hispanic or Latino	264	245	93	7	40
Native Hawaiian or Pacific Islander					
Two or More Races					
White	6	6	100	0	—
English Learners	137	129	94	6	29
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	143	134	94	6	38
Students Receiving Migrant Education Services					
Students with Disabilities	49	45	92	8	27

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

For Voices College-Bound Language Academy at Morgan Hill School

Address: 610 Jarvis Drive Morgan Hill, CA 95037 **Phone:** 408-791-1700
Principal: Llesenia Villalobos **Grade Span:** K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

Principal's Message:

We have begun our 8th year as Voices Academy Morgan Hill and we are so excited! We continue to grow in numbers and resilience! Unlike other years, the COVID-19 pandemic has really pushed our thinking in terms of instruction and the way we communicate with the families we serve. Transitioning to in person instruction at the start of the year was extremely challenging at first, but I am proud to say that with the support of our teachers, staff and dedicated families, we quickly established momentum in learning and in systems of communication. We are working hard this year to make sure we make virtual learning effective, designing a new website for our families, and creating new systems for attendance communication and accountability. We continue to see that our school culture is strong, our students continue to be excited about their learning!

Every year we continue to work on our craft to ensure that we are meeting students' needs and fine tuning our instructional practices. We have an exciting team of teachers who are ready and dedicated to helping students achieve their learning targets online or in person. Our data driven approach continues to inform our instruction. We are excited to see what 2021-22 will bring for us and our students, Si Se Puede!

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	Santa Clara County Office of Education
Phone Number	408-453-6500
Superintendent	Mary Ann Dewan
Email Address	maryann_dewan@sccoe.org
Website	www.sccoe.org

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	Voices College-Bound Language Academy at Morgan Hill
Street	610 Jarvis Drive
City, State, Zip	Morgan Hill, CA 95037
Phone Number	408-791-1700
Principal	Llesenia Villalobos
Email Address	lvillalobos@voicescharterschool.com
Website	http://www.voicescharterschool.com
County-District-School (CDS) Code	43104390131748

Table 3: School Description and Mission Statement (School Year 2021–2022)

The vision for Voices College-Bound Language Academy at Morgan Hill was born out of the belief that every child has the right to an excellent education. Starting with a core group of educators committed to educational equity, we designed a school where all children could learn at high levels.

Voices College-Bound Language Academy at Morgan Hill is a language immersion charter school, where both English and Spanish speaking students learn mostly in Spanish the first few years of school and then switch to English in the latter years, resulting in bilingual students who achieve at high levels. Voices Morgan Hill opened in 2015 with grades K and 1, and has increased a grade each school year and now almost at full capacity serving students in grades kindergarten through grade six. We will continue to increase a grade level each year until we reach our full capacity of grade eight. We have been highly successful and we anticipate our success will flourish as we grow!

Goals: The skills needed in tomorrow's society are different from those traditionally afforded to children of color in underserved school communities, and the level of competency required is higher than ever before. An educated person in the 21st Century is a bilingual, technologically competent, lifelong learner, enthusiastic about acquiring new knowledge and applying it to novel situations. He/She is able to make informed life decisions based on awareness and understanding of all life's possibilities. He/She is an active citizen in the community who is open-minded and values multiple perspectives and diversity. In order to be prepared to be successful and compete in the future, our students must acquire different habits of mind, centered on critical thinking and problem solving, and meet more rigorous academic expectations. We prepare our students for

this new world and economy by providing educational opportunities based on research-based pedagogical principles.

Mission: Voices College-Bound Language Academy at Morgan Hill will prepare all students for the challenges of higher education through the context of an academically rigorous dual language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

Vision: All students graduating from Voices College-Bound Language Academy at Morgan Hill will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and developing a deep understanding of subject matter. Students will have a heightened awareness of the endless possibilities for their future and will be able to think critically by asking the right questions, especially when confronted with the status quo. With the guidance of teachers who are dedicated to being active participants in a professional caring community driven by student learning and parents who work in partnership with the school, students will have a lifelong intrinsic desire to learn and a sense of social responsibility to make their community better for those that come after them.

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	58
Grade 1	57
Grade 2	58
Grade 3	58
Grade 4	61
Grade 5	40
Grade 6	31
Total Enrollment	363

Commented [1]: review

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	51
Male	49
Non-Binary	0
American Indian or Alaska Native	0
Asian	1
Black or African American	1
Filipino	1
Hispanic or Latino	98
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	1
English Learners	56
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	71
Students with Disabilities	12

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Intern Credential Holders Properly Assigned	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Unknown	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Total Teaching Positions	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA) (School Year 2019–2020)

Authorization/Assignment	Number
Permits and Waivers	data avail. 2/1
Misassignments	data avail. 2/1
Vacant Positions	data avail. 2/1
Total Teachers Without Credentials and Misassignments	data avail. 2/1

Table 8: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA) (School Year 2019–2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	data avail. 2/1
Local Assignment Options	data avail.

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Total Out-of-Field Teachers	2/1 data avail. 2/1
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Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	data avail. 2/1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	data avail. 2/1

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and

- Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**Table 14: CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment**

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
English Language Arts/Literacy (grades 3–8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3–8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**Table 15: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	194	1	0.52	99.48	-
Female	96	0	0	100	-
Male	98	1	1.02	98.98	-
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	187	1	0.53	99.47	-
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	-	-	-	-	-
English Learners	123	1	0.81	99.19	-
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	156	1	0.64	99.36	-
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	1	3.70	96.30	-

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 16: CAASPP Test Results in Mathematics by Student Group
 for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	194	1	0.52	99.48	-
Female	96	0	0	100	-
Male	1	1	1.02	98.98	-
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	187	1	0.53	99.47	-
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	-	-	-	-	-
English Learners	123	1	0.81	99.19	-
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	156	1	0.64	99.36	-
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	1	3.70	96.30	-

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 17: Local Assessment Test Results in ELA by Student Group**Assessment Name(s):** NWEA MAP**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	194	187	96	4	40
Female	96	93	97	3	41
Male	98	94	96	4	39
American Indian or Alaska Native					
Asian	1	1	100	0	—
Black or African American	1	1	100	0	—
Filipino					
Hispanic or Latino	187	180	96	4	39
Native Hawaiian or Pacific Islander					
Two or More Races					
White	5	5	100	0	—
English Learners	123	119	97	3	27
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	125	119	95	5	34
Students Receiving Migrant Education Services					
Students with Disabilities	29	28	97	3	25

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Table 18: Local Assessment Test Results in Mathematics by Student Group**Assessment Name(s):** NWEA MAP**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	194	184	95	5	30
Female	96	89	93	7	28
Male	98	95	97	3	33
American Indian or Alaska Native					
Asian	1	1	100	0	—
Black or African American	1	1	100	0	—
Filipino					
Hispanic or Latino	187	178	95	5	31
Native Hawaiian or Pacific Islander					
Two or More Races					
White	5	4	80	20	—
English Learners	123	118	96	4	18
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	125	119	95	5	24
Students Receiving Migrant Education Services					
Students with Disabilities	29	27	93	7	19

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Table 19: CAASPP Test Results in Science for All Students**Grades Five, Eight, and High School****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
Science (grades 5, 8 and high school)	N/A	N/T	N/A	–	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Table 20: CAASPP Test Results in Science by Student Group**Grades Five, Eight, and High School (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	N/T	N/T	N/T	N/T
Female	17	N/T	N/T	N/T	N/T
Male	24	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	–	N/T	N/T	N/T	N/T
Filipino	–	N/T	N/T	N/T	N/T
Hispanic or Latino	39	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	22	N/T	N/T	N/T	N/T
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	–	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Table 21: Career Technical Education Programs (School Year 2020–2021)

[Narrative provided by the LEA]

[Use this space to provide information about Career Technical Education (CTE) programs as follows:

- We do not offer these courses, as they are applicable to high school only.

Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

We strongly believe that parent involvement is key to a student's success. However, no parent involvement plan shall require mandatory services from parents, and under no circumstances shall any student suffer any adverse consequences based upon a parent's level of service or contribution to the school. We recognize that every parent is able to be involved at different levels due to individual specific family, work, cultural reasons and even health issues. The definition of parent involvement that Voices values above all else is parental concern and home support of the schools' efforts to educate the student through love, nurturing and good parenting. Therefore, two levels of parent involvement are available to parents:

Required: Commitment and willingness to fulfill the Parent Agreement; Commitment and willingness to adhere and support all school policies including those outlined in the Family Handbook; Two-way communication between the school and home regarding the education and well-being of the student.

Encouraged: School sponsored activities (Reopening Parent Meeting, Dia de Apoyo, Network-wide Parent Ed Series, Cafecitos etc.), Parent Committees (ELAC, Parent Event School Committee, Parent Leadership Team, etc.) and participation in an Annual Parent Survey.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

**Table 28: Chronic Absenteeism by Student Group
(School Year 2020–2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	375	371	34	9.2
Female	190	188	14	7.4
Male	185	183	20	10.9
American Indian or Alaska Native	2	1	0	0
Asian	0	0	0	0
Black or African American	1	1	0	0
Filipino	1	1	0	0
Hispanic or Latino	366	363	34	9.4
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	0	0	0	0
White	5	5	0	0
English Learners	243	241	26	10.8
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	298	298	32	10.7
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	45	45	9	20

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Table 29: Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2018– 2019	School 2020– 2021	District 2018– 2019	District 2020– 2021	State 2018– 2019	State 2020– 2021
Suspensions	0	0	2.29	0.05	3.47	0.20
Expulsions	0	0	0.03	0	0.08	0

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
Suspensions	0	1.28	2.45
Expulsions	0	0.01	0.05

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Table 31: Suspensions and Expulsions by Student Group

(School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2018–2019)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	31	0	2	0
1	27	0	2	0
2	29	0	2	0
3	22	0	2	0
4	31	0	1	0
5	0	0	0	0
6	0	0	0	0
Other**	0	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2019–2020)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20	2	1	0
1	29	0	2	0
2	29	0	2	0
3	31	0	2	0
4	22	0	2	0
5	31	0	1	0
6	0	0	0	0
Other**	0	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–2021)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
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K	19	2	1	0
1	29	0	2	0
2	29	0	2	0
3	30	0	2	0
4	31	0	2	0
5	20	2	0	0
6	31	0	0	0
Other**	0	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**Table 1: LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	194	1	0.52	99.48	-
Female	96	0	0	100	-
Male	98	1	1.02	98.98	-
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	187	1	0.53	99.47	-
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	-	-	-	-	-
English Learners	123	1	0.81	99.19	-
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	156	1	0.64	99.36	-
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	1	3.70	96.30	-

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	194	1	0.52	99.48	-
Female	96	0	0	100	-
Male	1	1	1.02	98.98	-
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	187	1	0.53	99.47	-
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	-	-	-	-	-
English Learners	123	1	0.81	99.19	-
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	156	1	0.64	99.36	-
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	1	3.70	96.30	-

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group**Assessment Name(s):** NWEA MAP**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	194	187	96	4	40
Female	96	93	97	3	41
Male	98	94	96	4	39
American Indian or Alaska Native					
Asian	1	1	100	0	—
Black or African American	1	1	100	0	—
Filipino					
Hispanic or Latino	187	180	96	4	39
Native Hawaiian or Pacific Islander					
Two or More Races					
White	5	5	100	0	—
English Learners	123	119	97	3	27
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	125	119	95	5	34
Students Receiving Migrant Education Services					
Students with Disabilities	29	28	97	3	25

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group**Assessment Name(s): NWEA MAP****Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	194	184	95	5	30
Female	96	89	93	7	28
Male	98	95	97	3	33
American Indian or Alaska Native					
Asian	1	1	100	0	—
Black or African American	1	1	100	0	—
Filipino					
Hispanic or Latino	187	178	95	5	31
Native Hawaiian or Pacific Islander					
Two or More Races					
White	5	4	80	20	—
English Learners	123	118	96	4	18
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	125	119	95	5	24
Students Receiving Migrant Education Services					
Students with Disabilities	29	27	93	7	19

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.



School Accountability Report Card

Reported Using Data from the

2020–2021 School Year

California Department of Education

For Voices College-Bound Language Academy at West Contra Costa School

Address: 201 28th St. Richmond, CA 94804 **Phone:** 510-480-0540

Principal: Elizabeth Aguilar (acting admin) **Grade Span:** K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

Principal's Message:

As we begin the 2021-22 school year, we get ready to welcome our students back with open arms and hearts. This year we are ready to reflect, reset and renew our commitment to student learning. That is our school priority this year, to revisit our mission and keep working on refreshing our energy to provide students with the education they deserve.

We are now in our fourth year. We have moved into a new building this year as well. Coming off of a year of distance learning or hybrid instruction, we want to bring back a sense of community with all our students and staff and parents. We have a mix of new and returning staff, but all of them are motivated to serve our students and come with love for what we do.

In 2021-22 we are hoping to revisit and strengthen our academic and culture systems so that we can bring the student results our students and families need. This includes reviewing with instructional staff what our protocols for data meetings and Intellectual Prep look like at effective levels and WHY they matter so much. We will also review how our School Culture Playbook protocols came about and why we must all believe in doing them. Our goal is to train staff at all levels on how to cultivate a strong student culture.

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	West Contra Costa Unified
Phone Number	510-231-1100
Superintendent	Kenneth C. Hurst
Email Address	chris.hurst@wccusd.net
Website	www.wccusd.net

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	Voices College-Bound Language Academy at West Contra Costa
Street	201 28th St.
City, State, Zip	Richmond, CA 94804
Phone Number	510-480-0540
Principal	Elizabeth Aguilar
Email Address	eaguilar@voicescharterschool.com
Website	http://www.voicescharterschool.com
County-District-School (CDS) Code	07617960136903

Table 3: School Description and Mission Statement (School Year 2021–2022)

The vision for Voices College-Bound Language Academy at West Contra Costa was born out of the belief that every child has the right to an excellent education. Starting with a core group of educators committed to educational equity, we designed a school where all children could learn at high levels.

Voices College-Bound Language Academy at West Contra Costa is a language immersion charter school, where both English and Spanish speaking students learn mostly in Spanish the first few years of school and then switch to English in the latter years, resulting in bilingual students who achieve at high levels. Voices West Contra Costa opened in 2018 with grades K through 2nd, and has increased a grade each school year and now serves students in grades kindergarten through grade four. We will continue to increase a grade level each year until we reach our full capacity of grade eight. We have been highly successful and we anticipate our success will flourish as we grow!

Goals:

The skills needed in tomorrow's society are different from those traditionally afforded to children of color in underserved school communities, and the level of competency required is higher than ever before. An educated person in the 21st Century is a bilingual, technologically competent, lifelong learner, enthusiastic about acquiring new knowledge and applying it to novel situations. He/She is able to make informed life decisions based on awareness and understanding of all life's possibilities. He/She is

an active citizen in the community who is open-minded and values multiple perspectives and diversity. In order to be prepared to be successful and compete in the future, our students must acquire different habits of mind, centered on critical thinking and problem solving, and meet more rigorous academic expectations. We prepare our students for this new world and economy by providing educational opportunities based on research-based pedagogical principles.

Mission:

Voices College-Bound Language Academy at West Contra Costa will prepare all students for the challenges of higher education through the context of an academically rigorous dual language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

Vision:

All students graduating from Voices College-Bound Language Academy at West Contra Costa will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and developing a deep understanding of subject matter. Students will have a heightened awareness of the endless possibilities for their future and will be able to think critically by asking the right questions, especially when confronted with the status quo.

With the guidance of teachers who are dedicated to being active participants in a professional caring community driven by student learning and parents who work in partnership with the school, students will have a lifelong intrinsic desire to learn and a sense of social responsibility to make their community better for those that come after them.

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	52
Grade 1	49
Grade 2	54
Grade 3	28
Grade 4	27
Total Enrollment	210

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	48.60
Male	51.40
Non-Binary	0
American Indian or Alaska Native	0
Asian	1.40
Black or African American	1.90
Filipino	1.00
Hispanic or Latino	93.80
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	0.50
English Learners	61.90
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	65.70
Students with Disabilities	11.90

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Intern Credential Holders Properly Assigned	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Unknown	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Total Teaching Positions	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA) (School Year 2019–2020)

Authorization/Assignment	Number
Permits and Waivers	data avail. 2/1
Misassignments	data avail. 2/1
Vacant Positions	data avail. 2/1
Total Teachers Without Credentials and Misassignments	data avail. 2/1

Table 8: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA) (School Year 2019–2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	data avail.

	2/1
Local Assignment Options	data avail. 2/1
Total Out-of-Field Teachers	data avail. 2/1

Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	data avail. 2/1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	data avail. 2/1

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;

- o Available to students in grades 3 through 8, and grade 11; and
- o Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - o Smarter Balanced ELA and mathematics summative assessments;
 - o Other assessments meeting the SBE criteria; or
 - o Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Table 14: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**Table 15: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	N/T	N/T	N/T	N/T
Female	25	N/T	N/T	N/T	N/T
Male	28	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	–	N/T	N/T	N/T	N/T
Black or African American	–	N/T	N/T	N/T	N/T
Filipino	0	0	0	0	0
Hispanic or Latino	50	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	–	N/T	N/T	N/T	N/T
White	0	0	0	0	0
English Learners	28	N/T	N/T	N/T	N/T
Foster Youth	0	0	0	0	0
Homeless	–	–	–	–	–
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	–	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	N/T	N/T	N/T	N/T
Female	25	N/T	N/T	N/T	N/T
Male	28	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	–	N/T	N/T	N/T	N/T
Black or African American	–	N/T	N/T	N/T	N/T
Filipino	0	0	0	0	0
Hispanic or Latino	50	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	–	N/T	N/T	N/T	N/T
White	0	0	0	0	0
English Learners	28	N/T	N/T	N/T	N/T
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged Students	43	N/T	N/T	N/T	N/T
Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	–	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 17: Local Assessment Test Results in ELA by Student Group**Assessment Name(s): NWEA MAP****Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	53	49	92	8	31
Female	25	23	92	8	30
Male	28	26	93	7	31
American Indian or Alaska Native					
Asian	1	1	100	0	–
Black or African American	1	1	100	0	–
Filipino					
Hispanic or Latino	50	46	92	8	28
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	28	25	89	11	16
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	38	35	92	8	23
Students Receiving Migrant Education Services					
Students with Disabilities	7	4	57	43	–

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 18: Local Assessment Test Results in Mathematics by Student Group**Assessment Name(s): NWEA MAP****Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	53	52	98	2	15
Female	25	25	100	0	16
Male	28	27	96	4	15
American Indian or Alaska Native					
Asian	1	1	100	0	–
Black or African American	1	1	100	0	–
Filipino					
Hispanic or Latino	50	49	98	2	14
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	28	27	96	4	11
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	38	37	97	3	11
Students Receiving Migrant Education Services					
Students with Disabilities	7	7	100	0	–

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

**Table 19: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019–2 020	School 2020–20 21	District 2019–20 20	District 2020–2 021	State 2019–20 20	State 2020–2 021
Science (grades 5, 8 and high school)	N/A	N/T	N/A	8	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Table 21: Career Technical Education Programs (School Year 2020–2021)

[Narrative provided by the LEA]

[Use this space to provide information about Career Technical Education (CTE) programs as follows:

- We do not offer these courses, as they are applicable to high school only.

Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

We strongly believe that parent involvement is key to a student's success. However, no parent involvement plan shall require mandatory services from parents, and under no circumstances shall any student suffer any adverse consequences based upon a parent's level of service or contribution to the school. We recognize that every parent is able to be involved at different levels due to individual specific family, work, cultural reasons and even health issues. The definition of parent involvement that Voices values above all else is parental concern and home support of the schools' efforts to educate the student through love, nurturing and good parenting. Therefore, two levels of parent involvement are available to parents:

Required: Commitment and willingness to fulfill the Parent Agreement; Commitment and willingness to adhere and support all school policies including those outlined in the Family Handbook; Two-way communication between the school and home regarding the education and well-being of the student.

Encouraged: School sponsored activities (Reopening Parent Meeting, Dia de Apoyo, TK and Kinder Virtual Orientation, drive thru Ice Cream Social, Classroom Workshops, Network-wide Parent Ed Series, Cafecitos etc.), Parent Committees (ELAC and Parent Leadership Team, etc.) and participation in an Annual Parent Survey.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

**Table 28: Chronic Absenteeism by Student Group
(School Year 2020–2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	214	211	46	21.8
Female	104	102	19	18.6
Male	110	109	27	24.8
American Indian or Alaska Native	3	3	0	0
Asian	0	0	0	0
Black or African American	4	4	0	0
Filipino	2	2	0	0
Hispanic or Latino	201	198	44	22.2
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	0	0	0	0
White	1	1	0	0
English Learners	142	142	28	19.7
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	171	170	42	24.7
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	29	29	9	31

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Table 29: Suspensions and Expulsions
 (data collected between July through June, each full school year respectively)

Rate	School 2018–2 019	School 2020–2 021	District 2018–2 019	District 2020–2 021	State 2018–2 019	State 2020–20 21
Suspensions	0	0	5.56	0.01	3.47	0.20
Expulsions	0	0	0.02	0	0.08	0

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions for School Year 2019–2020 Only
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2 020	District 2019–2 020	State 2019–2 020
Suspensions	0	3.45	2.45
Expulsions	0	0.06	0.05

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Table 31: Suspensions and Expulsions by Student Group
 (School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0

Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	26	0	3	0
1	28	0	1	0
2	26	0	1	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other**	0	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19	1	2	0
1	29	0	2	0
2	29	0	1	0
3	28	0	1	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other**	0	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–2021)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17	2	1	0
1	25	0	2	0
2	27	0	2	0
3	28	0	1	0
4	27	0	1	0
5	0	0	0	0
6	0	0	0	0
Other**	0	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**Table 1: LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	53	N/T	N/T	N/T	N/T
Female	25	N/T	N/T	N/T	N/T
Male	28	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	–	N/T	N/T	N/T	N/T
Black or African American	–	N/T	N/T	N/T	N/T
Filipino	0	0	0	0	0
Hispanic or Latino	50	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	–	N/T	N/T	N/T	N/T
White	0	0	0	0	0
English Learners	28	N/T	N/T	N/T	N/T
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	–	N/T	N/T	N/T	N/T

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	53	N/T	N/T	N/T	N/T
Female	25	N/T	N/T	N/T	N/T
Male	28	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	–	N/T	N/T	N/T	N/T
Black or African American	–	N/T	N/T	N/T	N/T
Filipino	0	0	0	0	0
Hispanic or Latino	50	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	–	N/T	N/T	N/T	N/T
White	0	0	0	0	0
English Learners	28	N/T	N/T	N/T	N/T
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	43	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	–	N/T	N/T	N/T	N/T

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group**Assessment Name(s): NWEA MAP****Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	53	49	92	8	31
Female	25	23	92	8	30
Male	28	26	93	7	31
American Indian or Alaska Native					
Asian	1	1	100	0	—
Black or African American	1	1	100	0	—
Filipino					
Hispanic or Latino	50	46	92	8	28
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	28	25	89	11	16
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	38	35	92	8	23
Students Receiving Migrant Education Services					
Students with Disabilities	7	4	57	43	—

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.

Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group**Assessment Name(s): NWEA MAP****Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	53	52	98	2	15
Female	25	25	100	0	16
Male	28	27	96	4	15
American Indian or Alaska Native					
Asian	1	1	100	0	—
Black or African American	1	1	100	0	—
Filipino					
Hispanic or Latino	50	49	98	2	14
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	28	27	96	4	11
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	38	37	97	3	11
Students Receiving Migrant Education Services					
Students with Disabilities	7	7	100	0	—

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

School Accountability Report Card

Reported Using Data from the

2020–2021 School Year

California Department of Education

For Voices College-Bound Language Academy at Stockton School

Address: 321 E. Weber Ave. Stockton, CA 95202 **Phone:** 209-455-5162

Principal: Myra Jauregui

Grade Span: K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

Principal's Message:

Voices Stockton is half way to completing year two! So many individuals from Voices and the Stockton community continue to put an extreme amount of effort in supporting our school during these unforeseen pandemic. In such a short time our school has created a community with its stakeholders that exhibits our values of students at the forefront, culture, and In Lak' Ech.

As we continue to push through the pandemic our teachers, staff and families have managed to ensure our students' education and well being is at the forefront of all we do. Now that students are able to participate on campus, teachers have developed a strong classroom culture by leading students with a Si Se Puede Attitude. Students are engaged, learning the language, and participating in rigorous lessons on a daily basis. Each month families are invited to participate in Cafecito where they can collaborate and participate in a variety of topics: school updates, survey review, and ways to support our school and community.

Although students are finally in a classroom, we are still far from where we want to be. It has not been easy with classroom closure and staff shortage. However, we've held our heads up high and created strong behavioral management systems, and a strong sense of community. The focus is to provide strong guided reading and math through these difficult times of student attendance. We have been able to achieve a school where students, staff and parents feel great and safe to be on campus, and that is what we thrive for!

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	Stockton Unified
Phone Number	209-933-7070
Superintendent	John Ramirez
Email Address	jramirezjr@stocktonusd.net
Website	www.stocktonusd.net

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	Voices College-Bound Language Academy at Stockton
Street	321 East Weber Ave.
City, State, Zip	Stockton, CA 95202
Phone Number	209-455-5162
Principal	Myra Jauregui
Email Address	mjauregui@voicescharterschool.com
Website	http://www.voicescharterschool.com
County-District-School (CDS) Code	39686760139907

Table 3: School Description and Mission Statement (School Year 2021–2022)

The vision for Voices College-Bound Language Academy at Stockton was born out of the belief that every child has the right to an excellent education. Starting with a core group of educators committed to educational equity, we designed a school where all children could learn at high levels.

Voices College-Bound Language Academy at Stockton is a language immersion charter school, where both English and Spanish speaking students learn mostly in Spanish the first few years of school and then switch to English in the latter years, resulting in bilingual students who achieve at high levels. Voices Stockton opened in 2020 with grades K and 1, and will continue to increase a grade each school year until reaching our full capacity of grade eight. We have been highly successful and we anticipate our success will flourish as we grow!

Goals:

The skills needed in tomorrow's society are different from those traditionally afforded to children of color in underserved school communities, and the level of competency required is higher than ever before. An educated person in the 21st Century is a bilingual, technologically competent, lifelong learner, enthusiastic about acquiring new knowledge and applying it to novel situations. He/She is able to make informed life decisions based on awareness and understanding of all life's possibilities. He/She is an active citizen in the community who is open-minded and values multiple perspectives and diversity. In order to be prepared to be successful and compete in the future, our students must acquire different habits of mind, centered on critical thinking and problem solving, and meet more rigorous

academic expectations. We prepare our students for this new world and economy by providing educational opportunities based on research-based pedagogical principles.

Mission:

Voices College-Bound Language Academy at Stockton will prepare all students for the challenges of higher education through the context of an academically rigorous dual language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

Vision:

All students graduating from Voices College-Bound Language Academy at Stockton will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and developing a deep understanding of subject matter. Students will have a heightened awareness of the endless possibilities for their future and will be able to think critically by asking the right questions, especially when confronted with the status quo.

With the guidance of teachers who are dedicated to being active participants in a professional caring community driven by student learning and parents who work in partnership with the school, students will have a lifelong intrinsic desire to learn and a sense of social responsibility to make their community better for those that come after them.

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	36
Grade 1	9
Total Enrollment	45

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	31.10
Male	68.90
Non-Binary	0
American Indian or Alaska Native	0
Asian	2.20
Black or African American	6.70
Filipino	0
Hispanic or Latino	88.90
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	2.20
English Learners	6.70
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	71.10
Students with Disabilities	8.90

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Intern Credential Holders Properly Assigned	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Unknown	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Total Teaching Positions	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA) (School Year 2019–2020)

Authorization/Assignment	Number
Permits and Waivers	data avail. 2/1
Misassignments	data avail. 2/1
Vacant Positions	data avail. 2/1
Total Teachers Without Credentials and Misassignments	data avail. 2/1

Table 8: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA) (School Year 2019–2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	data avail. 2/1
Local Assignment Options	data avail.

Total Out-of-Field Teachers	2/1 data avail. 2/1
------------------------------------	---------------------------

Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	data avail. 2/1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	data avail. 2/1

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;

- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**Table 14: CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment**

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**Table 15: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T		N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless					
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 17: Local Assessment Test Results in ELA by Student Group**Assessment Name(s): NWEA MAP****Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T		N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 18: Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): NWEA MAP

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T		N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 19: CAASPP Test Results in Science for All Students**Grades Five, Eight, and High School****Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
Science (grades 5, 8 and high school)	N/A	N/T	N/A	0	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Table 20: CAASPP Test Results in Science by Student Group**Grades Five, Eight, and High School (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless					
Military	N/T	N/T	N/T	N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Table 21: Career Technical Education Programs (School Year 2020–2021)

[Narrative provided by the LEA]

[Use this space to provide information about Career Technical Education (CTE) programs as follows:

- We do not offer these courses, as they are applicable to high school only*

Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

We strongly believe that parent involvement is key to a student's success. However, no parent involvement plan shall require mandatory services from parents, and under no circumstances shall any student suffer any adverse consequences based upon a parent's level of service or contribution to the school. We recognize that every parent is able to be involved at different levels due to individual specific family, work, cultural reasons and even health issues. The definition of parent involvement that Voices values above all else is parental concern and home support of the schools' efforts to educate the student through love, nurturing and good parenting. Therefore, two levels of parent involvement are available to parents:

Required: Commitment and willingness to fulfill the Parent Agreement; Commitment and willingness to adhere and support all school policies including those outlined in the Family Handbook; Two-way communication between the school and home regarding the education and well-being of the student.

Encouraged: School sponsored activities (Reopening Parent Meeting, Dia de Apoyo, Network-wide Parent Ed Series, Cafecitos etc.), Parent Committees (ELAC, Parent Event School Committee, Parent Leadership Team, etc.) and participation in an Annual Parent Survey.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

**Table 28: Chronic Absenteeism by Student Group
(School Year 2020–2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	53	52	12	23.1
Female	19	19	1	5.3
Male	34	33	11	33.3
American Indian or Alaska Native	1	1	0	0
Asian	0	0	0	0
Black or African American	4	4	2	50
Filipino	0	0	0	0
Hispanic or Latino	46	46	10	21.7
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	1	0	0	0
White	1	1	0	0
English Learners	15	15	3	20
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	42	42	10	23.8
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	5	5	2	40

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Table 29: Suspensions and Expulsions
 (data collected between July through June, each full school year respectively)

Rate	School 2018– 2019	School 2020– 2021	District 2018– 2019	District 2020– 2021	State 2018– 2019	State 2020– 2021
Suspensions		0	6.01	0.02	3.47	0.20
Expulsions		0	0.05	0	0.08	0

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions for School Year 2019–2020 Only
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019– 2020	District 2019– 2020	State 2019– 2020
Suspensions		5.14	2.45
Expulsions		0.07	0.05

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Table 31: Suspensions and Expulsions by Student Group
 (School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	N/A	N/A	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
Other**	N/A	N/A	N/A	N/A

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 35: Average Class Size and Class Size Distribution (Elementary) (School Year 2020–2021)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+

K	9	4	0	0
1	9	1	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other**	0	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

Table 1: LEA-Level CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T		N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T		N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group**Assessment Name(s): [DPL]****Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T		N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): [DPL]
Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	N/T	N/T	N/T	N/T	N/T
Female	N/T	N/T	N/T	N/T	N/T
Male	N/T	N/T	N/T	N/T	N/T
American Indian or Alaska Native	N/T	N/T	N/T	N/T	N/T
Asian	N/T	N/T	N/T	N/T	N/T
Black or African American	N/T	N/T	N/T	N/T	N/T
Filipino	N/T	N/T	N/T	N/T	N/T
Hispanic or Latino	N/T	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	N/T	N/T	N/T	N/T	N/T
Two or More Races	N/T	N/T	N/T	N/T	N/T
White	N/T	N/T	N/T	N/T	N/T
English Learners	N/T	N/T	N/T	N/T	N/T
Foster Youth	N/T	N/T	N/T	N/T	N/T
Homeless	N/T	N/T	N/T	N/T	N/T
Military	N/T	N/T		N/T	N/T
Socioeconomically Disadvantaged	N/T	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	N/T	N/T	N/T	N/T	N/T
Students with Disabilities	N/T	N/T	N/T	N/T	N/T

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.



School Accountability Report Card

Reported Using Data from the

2020–2021 School Year

California Department of Education

For Voices College-Bound Language Academy at Mount Pleasant School

Address: 14271 Story Road San Jose, CA 95127 **Phone:** 408-571-6404

Principal: Christina Deberry

Grade Span: K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

Principal's Message:

We have begun our 8th year at Voices Academy Mount Pleasant and we are so excited! We continue to grow in numbers, and resilience! Our staff and our families also continue to increase in numbers. All of our culture events, from Plaza to our Cafecitos, have had parent attendance, staff participation and student excitement. We recently had our annual GingerBread House Day. Students appreciated being able to showcase their creativity. We just analyzed student assessment results and completed parent teacher conferences. Teachers, parents, and students were excited to reflect on growth and set goals for our next quarter.

Every year we continue to work on our craft to ensure that we are meeting students' needs and fine tuning our instructional practices. This year we are specializing in the The Art of The I Message and The Power of Think Write Talk. We have an exciting team of teachers who are ready and dedicated to helping students achieve their learning targets for this year with these practices. We are data driven and know that data needs to drive our instruction to ensure that excellence is achieved for all students. We also have a strong student culture, and students come to school excited to learn and participate in our multiple cultural events. We are excited to see what 2021-2022 will bring for us and our students!

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	Santa Clara County Office of Education
Phone Number	408-453-6500
Superintendent	Mary Ann Dewan
Email Address	maryann_dewan@sccoe.org
Website	www.sccoe.org

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	Voices College-Bound Language Academy at Mount Pleasant
Street	14271 Story Rd.
City, State, Zip	San Jose, CA 95127
Phone Number	408-571-6404
Principal	Christina Deberry
Email Address	cdeberry@voicescharterschool.com
Website	http://www.voicescharterschool.com
County-District-School (CDS) Code	43104390132530

Table 3: School Description and Mission Statement (School Year 2021–2022)

The vision for Voices College-Bound Language Academy at Mount Pleasant was born out of the belief that every child has the right to an excellent education. Starting with a core group of educators committed to educational equity, we designed a school where all children could learn at high levels. Voices Mount Pleasant is a language immersion charter school, where both English and Spanish speaking students learn mostly in Spanish the first few years of school and then switch to English in the latter years, resulting in bilingual students who achieve at high levels. Voices College-Bound Language Academy at Mount Pleasant opened in 2015 with grades K and 1, and has increased a grade each school year and now serves students in grades kindergarten through grade six. We will continue to increase a grade level each year until we reach our full capacity of grade eight. We have been highly successful and we anticipate our success will flourish as we grow!

Goals:

The skills needed in tomorrow's society are different from those traditionally afforded to children of color in underserved school communities, and the level of competency required is higher than ever before. An educated person in the 21st Century is a bilingual, technologically competent, lifelong learner, enthusiastic about acquiring new knowledge and applying it to novel situations. He/She is able to make informed life decisions based on awareness and understanding of all life's possibilities. He/She is an active citizen in the community who is open-minded and values multiple perspectives and diversity. In order to be prepared to be successful and compete in the

future, our students must acquire different habits of mind, centered on critical thinking and problem solving, and meet more rigorous academic expectations. We prepare our students for this new world and economy by providing educational opportunities based on research-based pedagogical principles.

Mission:

Voices College-Bound Language Academy at Mount Pleasant will prepare all students for the challenges of higher education through the context of an academically rigorous dual language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

Vision:

All students graduating from Voices College-Bound Language Academy at Mount Pleasant will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and developing a deep understanding of subject matter. Students will have a heightened awareness of the endless possibilities for their future and will be able to think critically by asking the right questions, especially when confronted with the status quo. With the guidance of teachers who are dedicated to being active participants in a professional caring community driven by student learning and parents who work in partnership with the school, students will have a lifelong intrinsic desire to learn and a sense of social responsibility to make their community better for those that come after them.

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	51
Grade 1	42
Grade 2	53
Grade 3	38
Grade 4	57
Grade 5	47
Grade 6	27
Total Enrollment	315

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	51
Male	49
Non-Binary	0
American Indian or Alaska Native	0
Asian	1
Black or African American	1
Filipino	1
Hispanic or Latino	96
Native Hawaiian or Pacific Islander	0
Two or More Races	2
White	1
English Learners	45
Foster Youth	2
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	53
Students with Disabilities	13

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Intern Credential Holders Properly Assigned	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Unknown	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1
Total Teaching Positions	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1	data avail. 2/1

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 7: Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA) (School Year 2019–2020)

Authorization/Assignment	Number
Permits and Waivers	data avail. 2/1
Misassignments	data avail. 2/1
Vacant Positions	data avail. 2/1
Total Teachers Without Credentials and Misassignments	data avail. 2/1

Table 8: Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA) (School Year 2019–2020)

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	data avail.

	2/1
Local Assignment Options	data avail. 2/1
Total Out-of-Field Teachers	data avail. 2/1

Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	data avail. 2/1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	data avail. 2/1

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.
- **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Table 14: CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
English Language Arts/Literacy (grades 3–8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3–8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**Table 15: CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	172	N/T	N/T	N/T	N/T
Female	94	N/T	N/T	N/T	N/T
Male	78	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	N/T	N/T	N/T	N/T	–
Filipino	0	0	0	0	0
Hispanic or Latino	164	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	–	N/T	N/T	N/T	N/T
White	–	N/T	N/T	N/T	N/T
English Learners	93	N/T	N/T	N/T	N/T
Foster Youth	–	N/T	N/T	N/T	N/T
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	132	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 16: CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	174	N/T	N/T	N/T	N/T
Female	94	N/T	N/T	N/T	N/T
Male	78	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	–	N/T	N/T	N/T	N/T
Filipino	0	0	0	0	0
Hispanic or Latino	164	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	–	N/T	N/T	N/T	N/T
White	–	N/T	N/T	N/T	N/T
English Learners	93	N/T	N/T	N/T	N/T
Foster Youth	–	N/T	N/T	N/T	N/T
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged Students	132	N/T	N/T	N/T	N/T
Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 17: Local Assessment Test Results in ELA by Student Group**Assessment Name(s): NWEA MAP****Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	170	157	92	8	39
Female	93	85	91	9	46
Male	77	72	94	6	32
American Indian or Alaska Native					
Asian	4	4	100	0	—
Black or African American	2	2	100	0	—
Filipino					
Hispanic or Latino	164	151	92	9	37
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	91	85	93	7	20
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	121	113	93	7	39
Students Receiving Migrant Education Services					
Students with Disabilities	31	27	87	13	7

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Table 18: Local Assessment Test Results in Mathematics by Student Group**Assessment Name(s):** NWEA MAP**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	170	151	89	11	26
Female	93	80	86	14	34
Male	77	71	92	8	17
American Indian or Alaska Native					
Asian	6	4	67	33	—
Black or African American	2	2	100	0	—
Filipino					
Hispanic or Latino	164	145	88	12	23
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	91	82	90	10	11
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	121	107	88	12	22
Students Receiving Migrant Education Services					
Students with Disabilities	31	26	84	16	8

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

**Table 19: CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
Science (grades 5, 8 and high school)	N/A	N/T	N/A	–	N/A	28.72

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

**Table 20: CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	N/T	N/T	N/T	N/T
Female	23	N/T	N/T	N/T	N/T
Male	22	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	–	N/T	N/T	N/T	N/T
Filipino	0	0	0	0	0
Hispanic or Latino	4-	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	–	N/T	N/T	N/T	N/T
White	—	N/T	N/T	N/T	N/T
English Learners	17	N/T	N/T	N/T	N/T
Foster Youth	—	N/T	N/T	N/T	N/T
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	–	N/T	N/T	N/T	N/T

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Table 21: Career Technical Education Programs (School Year 2020–2021)

[Narrative provided by the LEA]

[Use this space to provide information about Career Technical Education (CTE) programs as follows:

- We do not offer these courses, as they are applicable to high school only

Table 22: Career Technical Education (CTE) Participation (School Year 2020–2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

Table 23: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	N/A
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Table 24: California Physical Fitness Test Results (School Year 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

We strongly believe that parent involvement is key to a student's success. However, no parent involvement plan shall require mandatory services from parents, and under no circumstances shall any student suffer any adverse consequences based upon a parent's level of service or contribution to the school. We recognize that every parent is able to be involved at different levels due to individual specific family, work, cultural reasons and even health issues. The definition of parent involvement that Voices values above all else is parental concern and home support of the schools' efforts to educate the student through love, nurturing and good parenting. Therefore, two levels of parent involvement are available to parents:

Required: Commitment and willingness to fulfill the Parent Agreement; Commitment and willingness to adhere and support all school policies including those outlined in the Family Handbook; Two-way communication between the school and home regarding the education and well-being of the student.

Encouraged: School sponsored activities (Reopening Parent Meeting, Dia de Apoyo, Network-wide Parent Ed Series, Cafecitos etc.), Parent Committees (ELAC, Parent Event School Committee, Parent Leadership Team, etc.) and participation in an Annual Parent Survey.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

**Table 28: Chronic Absenteeism by Student Group
(School Year 2020–2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	334	325	70	21.5
Female	175	170	35	20.6
Male	159	155	35	22.6
American Indian or Alaska Native	1	1	0	0
Asian	0	0	0	0
Black or African American	1	1	0	0
Filipino	1	1	1	100
Hispanic or Latino	321	312	67	21.5
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	5	5	1	20
White	4	4	1	25
English Learners	171	168	40	23.8
Foster Youth	6	6	1	16.7
Homeless	0	0	0	0
Socioeconomically Disadvantaged	250	246	54	22
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	39	38	12	31.6

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Table 29: Suspensions and Expulsions
 (data collected between July through June, each full school year respectively)

Rate	School 2018–2 019	School 2020–2 021	District 2018–2 019	District 2020–2 021	State 2018–2 019	State 2020–20 21
Suspensions	0.35	0	2.29	0.05	3.47	0.20
Expulsions	0	0	0.03	0	0.08	0

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Table 30: Suspensions and Expulsions for School Year 2019–2020 Only
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2 020	District 2019–2 020	State 2019–2 020
Suspensions	0.32	1.28	2.45
Expulsions	0	0.01	0.05

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Table 31: Suspensions and Expulsions by Student Group
 (School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0

Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Table 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2018–2019)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	27	0	3	0
1	25	0	2	0
2	29	0	2	0
3	22	0	2	0
4	28	0	1	0
5	0	0	0	0
6	0	0	0	0
Other**	0	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Table 34: Average Class Size and Class Size Distribution (Elementary) (School Year 2019–2020)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18	2	1	0
1	29	0	2	0
2	22	0	2	0
3	28	0	2	0
4	23	0	2	0
5	30	0	1	0
6	0	0	0	0
Other**	0	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–2021)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	13	2	2	0
1	21	0	2	0
2	27	0	2	0
3	19	2	0	0
4	29	0	2	0
5	24	0	2	0
6	27	0	1	0
Other**	0	0	0	0

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** “Other” category is for multi-grade level classes.

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

**Table 1: LEA-Level CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	172	N/T	N/T	N/T	N/T
Female	94	N/T	N/T	N/T	N/T
Male	78	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	N/T	N/T	N/T	N/T	–
Filipino	0	0	0	0	0
Hispanic or Latino	164	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	–	N/T	N/T	N/T	N/T
White	–	N/T	N/T	N/T	N/T
English Learners	93	N/T	N/T	N/T	N/T
Foster Youth	–	N/T	N/T	N/T	N/T
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	132	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	N/T	N/T	N/T	N/T

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for ELA.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 2: LEA-Level CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
LEAwide	174	N/T	N/T	N/T	N/T
Female	94	N/T	N/T	N/T	N/T
Male	78	N/T	N/T	N/T	N/T
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	–	N/T	N/T	N/T	N/T
Filipino	0	0	0	0	0
Hispanic or Latino	164	N/T	N/T	N/T	N/T
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	–	N/T	N/T	N/T	N/T
White	–	N/T	N/T	N/T	N/T
English Learners	93	N/T	N/T	N/T	N/T
Foster Youth	–	N/T	N/T	N/T	N/T
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	132	N/T	N/T	N/T	N/T
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	N/T	N/T	N/T	N/T

Note: N/T values indicate that the schools in this LEA did not test students using the CAASPP for Mathematics.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Table 3: LEA-Level Local Assessment Test Results in ELA by Student Group**Assessment Name(s): NWEA MAP****Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	170	157	92	8	39
Female	93	85	91	9	46
Male	77	72	94	6	32
American Indian or Alaska Native					
Asian	4	4	100	0	—
Black or African American	2	2	100	0	—
Filipino					
Hispanic or Latino	164	151	92	9	37
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	91	85	93	7	20
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	121	113	93	7	39
Students Receiving Migrant Education Services					
Students with Disabilities	31	27	87	13	7

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this LEA.

Table 4: LEA-Level Local Assessment Test Results in Mathematics by Student Group**Assessment Name(s): NWEA MAP****Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	170	151	89	11	26
Female	93	80	86	14	34
Male	77	71	92	8	17
American Indian or Alaska Native					
Asian	6	4	67	33	—
Black or African American	2	2	100	0	—
Filipino					
Hispanic or Latino	164	145	88	12	23
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners	91	82	90	10	11
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged	121	107	88	12	22
Students Receiving Migrant Education Services					
Students with Disabilities	31	26	84	16	8

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

Voices Flagship	2019-2020
Total Expenditures Per Pupil	\$ 11,762
Expenditures Per Pupil (Restricted)	\$ 888
Expenditures Per Pupil (Unrestricted)	\$ 10,874
Average Teacher Salary	\$ 57,287

Voices Morgan Hill	2019-2020
Total Expenditures Per Pupil	\$ 11,211
Expenditures Per Pupil (Restricted)	\$ 853
Expenditures Per Pupil (Unrestricted)	\$ 10,358
Average Teacher Salary	\$ 56,123

Voices Mt Pleasant	2019-2020
Total Expenditures Per Pupil	\$ 13,454
Expenditures Per Pupil (Restricted)	\$ 931
Expenditures Per Pupil (Unrestricted)	\$ 12,523
Average Teacher Salary	\$ 59,482

Voices WCC	2019-2020
Total Expenditures Per Pupil	\$ 11,309
Expenditures Per Pupil (Restricted)	\$ 916
Expenditures Per Pupil (Unrestricted)	\$ 10,393
Average Teacher Salary	\$ 57,507

Coversheet

20-21 Audit Report

Section: III. Board Business
Item: A. 20-21 Audit Report
Purpose: Vote
Submitted by:
Related Material: Voices FS v01-27_DRAFT.pdf

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

**CONSOLIDATED FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION**

YEAR ENDED JUNE 30, 2021

OPERATING:

**Voices College-Bound Language Academy #0846
Voices College-Bound Language Academy at Morgan Hill #1716
Voices College-Bound Language Academy at Mt. Pleasant #1743
Voices College-Bound Language Academy at West Contra Costa #1906
Voices College-Bound Language Academy at Stockton #2077**

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Voices College-Bound Language Academies
San Jose, California

Report on the Consolidated Financial Statements

We have audited the accompanying consolidated financial statements of Voices College-Bound Language Academies (the Academies), a California nonprofit public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2021, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Academies' preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Academies' internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Directors
Voices College-Bound Language Academies

Opinion

In our opinion, the consolidated financial statements referred to on page 1 present fairly, in all material respects, the financial position of the Academies as of June 30, 2021, and the changes in their net assets and their cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis-of-Matter Regarding a Correction of an Error

As described in Note 2 to the consolidated financial statements, the Academies determined that certain non-capitalized expenses to be reclassified as construction in progress and one prior year contribution that was specifically for VCBLA Nido LLC versus the home office (CMO) of the Academies at June 30, 2020 were incorrectly reported. Our opinion is not modified with respect to that matter.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the Academies' financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for the purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). The columns by location are presented in the consolidated statements of financial position, activities, and cash flows and the accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Uniform Guidance. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated REPORT DATE on our consideration of the Academies' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness on the Academies' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academies' internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
JUNE 30, 2021

Voices College-Bound Language Academies									
	CMO	FMSD	Morgan Hill	Mt. Pleasant	West Contra Costa	Stockton	VCBLA Nido LLC	Eliminations	Total
ASSETS									
CURRENT ASSETS									
Cash and Cash Equivalents	\$ (1,353,265)	\$ 3,723,178	\$ 731,025	\$ 310,266	\$ 1,041,837	\$ 50,000	\$ 13,957	\$ -	\$ 4,516,998
Accounts Receivable - State and Federal	-	1,421,216	1,415,063	1,813,838	1,105,623	214,562	-	-	5,970,302
Accounts Receivable - Other	10,177	-	1,546	2,355	133,568	38,946	31,857	-	218,449
Intercompany Receivable	2,903,261	1,779,721	683,639	-	-	-	(5,366,621)	-	-
Prepaid Expenses and Other Assets	100,283	37,943	22,891	15,476	47,512	5,333	15,929	-	245,367
Total Current Assets	1,660,456	6,962,058	2,854,164	2,141,935	2,328,540	308,841	61,743	(5,366,621)	10,951,116
LONG-TERM ASSETS									
Property, Plant, and Equipment, Net	-	7,041,925	83,955	54,410	-	-	7,960,713	-	15,141,003
Security Deposits	13,356	-	85,000	25,000	105,000	30,389	-	-	258,745
Total Long-Term Assets	13,356	7,041,925	168,955	79,410	105,000	30,389	7,960,713	-	15,399,748
Total Assets	\$ 1,673,812	\$ 14,003,983	\$ 3,023,119	\$ 2,221,345	\$ 2,433,540	\$ 339,230	\$ 8,022,456	\$ (5,366,621)	\$ 26,350,864
LIABILITIES AND NET ASSETS									
CURRENT LIABILITIES									
Accounts Payable and Accrued Liabilities	\$ 212,438	\$ 382,828	\$ 115,480	\$ 258,917	\$ 53,358	\$ 41,519	\$ 92,842	\$ -	\$ 1,157,382
Intercompany Payable	-	-	-	706,895	191,407	114,754	4,353,565	(5,366,621)	-
Deferred Revenue	-	119,750	-	-	-	-	-	-	119,750
Revolving Loans Payable, Current Portion	-	-	-	-	62,502	50,000	-	-	112,502
Facility Loan, Current Portion	-	119,750	-	-	-	-	-	-	119,750
Notes Payable, Current Portion	2,323,278	490,732	334,069	439,488	355,537	82,879	-	-	4,025,983
Total Current Liabilities	2,535,716	1,113,060	449,549	1,405,300	662,804	289,152	4,446,407	(5,366,621)	5,535,367
LONG-TERM LIABILITIES									
Deferred Revenue	-	3,552,780	199,436	189,770	106,549	16,051	-	-	4,064,586
Revolving Loans Payable	-	-	-	-	62,494	50,000	-	-	112,494
Facility Loan	-	3,299,754	-	-	-	-	-	-	3,299,754
Notes Payable	-	-	-	-	-	-	3,085,184	-	3,085,184
Total Long-Term Liabilities	-	6,852,534	199,436	189,770	169,043	66,051	3,085,184	-	10,562,018
Total Liabilities	2,535,716	7,965,594	648,985	1,595,070	831,847	355,203	7,531,591	(5,366,621)	16,097,385
NET ASSETS									
Without Donor Restrictions	(861,904)	6,038,389	2,374,134	626,275	1,601,693	(15,973)	490,865	-	10,253,479
Total Net Assets	(861,904)	6,038,389	2,374,134	626,275	1,601,693	(15,973)	490,865	-	10,253,479
Total Liabilities and Net Assets	\$ 1,673,812	\$ 14,003,983	\$ 3,023,119	\$ 2,221,345	\$ 2,433,540	\$ 339,230	\$ 8,022,456	\$ (5,366,621)	\$ 26,350,864

See accompanying Notes to Consolidated Financial Statements.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
CONSOLIDATED STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2021

Voices College-Bound Language Academies										
	CMO	FMSD	Morgan Hill	Mt. Pleasant	Contra Costa	West	VCBLA	Nido LLC	Eliminations	Total
REVENUES, WITHOUT DONOR RESTRICTIONS										
State Revenue:										
State Aid and In-Lieu Property Tax Revenue	\$	-	\$ 4,535,935	\$ 3,345,510	\$ 3,149,710	\$ 2,104,828	\$ 452,082	\$ -	\$ -	\$ 13,588,065
Other State Revenue			435,029	638,541	647,516	184,413	79,268			1,984,767
Federal Revenue:										
Grants and Entitlements	195,045	1,012,226	684,044	705,347	418,374	386,250				3,401,286
Local Revenue:										
Contributions	1,002,764	117,382	-	-		140,000				1,260,146
Investment Income	779	494	195	91	1,007	134	257			2,957
Other Revenue	2,173,666	19,721	21,210	6,717	67,371	472,336			(1,920,095)	840,926
Net Assets Released from Restrictions						100,000				100,000
Total Revenues	3,372,254	6,120,787	4,689,500	4,509,381	2,775,993	1,630,070	257	(1,920,095)		21,178,147
EXPENSES										
Program Services	(17,569)	4,583,586	3,144,412	3,843,545	1,582,889	1,371,907	1,889			14,510,659
Management and General	3,955,907	1,223,769	554,738	626,630	492,959	66,116	7,657	(1,920,095)		5,007,681
Total Expenses	3,938,338	5,807,355	3,699,150	4,470,175	2,075,848	1,438,023	9,546	(1,920,095)		19,518,340
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS										
	(566,084)	313,432	990,350	39,206	700,145	192,047	(9,289)			1,659,807
NET ASSETS WITH DONOR RESTRICTIONS										
Net Assets Released from Restrictions							(100,000)			(100,000)
CHANGE IN NET ASSETS WITH DONOR RESTRICTIONS							(100,000)			(100,000)
CHANGE IN NET ASSETS										
	(566,084)	313,432	990,350	39,206	700,145	92,047	(9,289)			1,559,807
Net Assets as Previously Reported - Beginning of Year	204,180	5,724,957	1,383,784	587,069	901,548	(108,020)	(1,000,999)			7,692,519
Restatement	(500,000)							1,501,153		1,001,153
Net Assets as Restated - Beginning of Year	(295,820)	5,724,957	1,383,784	587,069	901,548	(108,020)	500,154			8,693,672
NET ASSETS - END OF YEAR	\$ (861,904)	\$ 6,038,389	\$ 2,374,134	\$ 626,275	\$ 1,601,693	\$ (15,973)	\$ 490,865	\$ -	\$ 10,253,479	

See accompanying Notes to Consolidated Financial Statements.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2021

	Program Services	Management and General	Eliminations	Total Expenses
Salaries and Wages	\$ 6,903,391	\$ 2,421,710	\$ -	\$ 9,325,101
Pension Expense	674,311	74,931	-	749,242
Other Employee Benefits	711,343	135,285	-	846,628
Payroll Taxes	283,639	172,962	-	456,601
Oversight Fees	-	114,832	-	114,832
Legal Expenses	-	87,735	-	87,735
Instructional Materials	1,030,145	22,488	-	1,052,633
Other Fees for Services	2,631,730	2,909,068	(1,920,095)	3,620,703
Advertising and Promotion Expenses	-	19,991	-	19,991
Office Expenses	-	318,494	-	318,494
Information Technology Expenses	119,905	80,761	-	200,666
Occupancy Expenses	1,798,199	216,593	-	2,014,792
Travel Expenses	2,962	8,918	-	11,880
Conference and Meeting Expenses	12	5,783	-	5,795
Interest Expense	-	132,904	-	132,904
Depreciation Expense	204,753	-	-	204,753
Insurance Expense	-	191,033	-	191,033
Other Expenses	150,269	14,288	-	164,557
Subtotal	<u>14,510,659</u>	<u>6,927,776</u>	<u>(1,920,095)</u>	<u>19,518,340</u>
Eliminations	<u>-</u>	<u>(1,920,095)</u>	<u>1,920,095</u>	<u>-</u>
Total	<u><u>\$ 14,510,659</u></u>	<u><u>\$ 5,007,681</u></u>	<u><u>\$ -</u></u>	<u><u>\$ 19,518,340</u></u>

See accompanying Notes to Consolidated Financial Statements.

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VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
CONSOLIDATED STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2021

Voices College-Bound Language Academies								
	CMO	FMSD	Morgan Hill	Mt. Pleasant	West	Contra Costa	Stockton	VCBLA Nido LLC
CASH FLOWS FROM OPERATING ACTIVITIES								Total
Change in Net Assets	\$ (566,084)	\$ 313,432	\$ 990,350	\$ 39,206	\$ 700,145	\$ 92,047	\$ (9,289)	\$ 1,559,807
Adjustments to Reconcile Change in Net Assets to Net Cash Provided (Used) by Operating Activities:								
Depreciation	-	189,964	10,168	4,621	-	-	-	204,753
Change in Operating Assets:								
Accounts Receivable - Federal and State	-	(401,232)	(499,881)	(838,517)	(756,627)	(214,562)	-	(2,705,819)
Accounts Receivable - Other	47,898	-	(1,546)	9,512	(124,089)	(38,946)	(31,857)	(139,028)
Contribution Receivable	-	-	-	-	-	100,000	-	100,000
Intercompany Receivable	748,540	(1,779,721)	(503,842)	-	-	-	500,000	(1,035,023)
Prepaid Expenses and Other Assets	(1,649)	(27,370)	(20,922)	(13,950)	(38,530)	21,667	(15,929)	(96,683)
Security Deposits	-	-	(55,000)	-	(105,000)	-	-	(160,000)
Change in Operating Liabilities:								
Accounts Payable and Accrued Liabilities	(121,296)	274,186	51,427	(63,736)	8,269	35,552	59,102	243,504
Intercompany Payable	-	(231,522)	-	419,656	88,012	(194,688)	953,565	1,035,023
Deferred Revenue	-	161,117	199,436	189,770	106,549	16,051	-	672,923
Net Cash Provided (Used) by Operating Activities	107,409	(1,501,146)	170,190	(248,438)	(121,271)	(182,879)	1,455,592	(320,543)
CASH FLOWS FROM INVESTING ACTIVITIES								
Purchases of Property, Plant, and Equipment	-	-	-	-	-	-	(4,565,170)	(4,565,170)
Net Cash Used by Investing Activities	-	-	-	-	-	-	(4,565,170)	(4,565,170)
CASH FLOWS FROM FINANCING ACTIVITIES								
Proceeds from Debt	-	490,732	334,069	439,488	355,537	182,879	3,085,184	4,887,889
Repayments of Debt	(2,500,000)	(91,909)	-	(80,770)	(62,502)	-	-	(2,735,181)
Net Cash Provided (Used) by Financing Activities	(2,500,000)	398,823	334,069	358,718	293,035	182,879	3,085,184	2,152,708
NET CHANGE IN CASH AND CASH EQUIVALENTS								
(2,392,591)	(1,102,323)	504,259	110,280	171,764	-	(24,394)	(2,733,005)	
Cash and Cash Equivalents - Beginning of Year	1,039,326	4,825,501	226,766	199,986	870,073	50,000	38,351	7,250,003
CASH AND CASH EQUIVALENTS - END OF YEAR								
	\$ (1,353,265)	\$ 3,723,178	\$ 731,025	\$ 310,266	\$ 1,041,837	\$ 50,000	\$ 13,957	\$ 4,516,998
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION								
Cash (Allocated) Paid for Interest	\$ (1,300)	\$ 86,995	\$ 11,920	\$ 15,810	\$ 16,522	\$ 2,957	\$ -	\$ 113,425

See accompanying Notes to Financial Statements.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Voices College-Bound Language Academies (the VCBLA Academies) is a California nonprofit public benefit corporation and is organized to manage and operate public charter schools. The VCBLA Academies is funded principally through state of California public education monies received through the California Department of Education and the sponsoring District.

The Franklin-McKinley School District (District) has granted the charter for Voices College-Bound Language Academy (Voices FMSD) through June 30, 2022. In July 2021, Governor Gavin Newsom signed into law a requirement to extend most charter school petition terms by two years. The extensions apply to all charters that would otherwise expire on or between January 1, 2022 and June 30, 2025. Therefore, the Voices FMSD's charter term is extended to June 30, 2024. The charter may be revoked by the District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

In September 2015, Voices began operating two new schools authorized by Santa Clara County Office of Education (SCCOE), Voices College-Bound Language Academy at Morgan Hill (Voices Morgan Hill) and Voices College-Bound Language Academy at Mt. Pleasant (Voices Mt. Pleasant). Voices also developed a Charter Management Office (CMO) to assist in the management of all three charter schools.

In 2017, Voices Morgan Hill received a renewal of their charter, which continues through June 30, 2023 and is now extended through June 30, 2025. In 2019, Voices Mt. Pleasant was granted a renewal of their charter, which continues through June 30, 2025 and is now extended through June 30, 2027. The charter may be revoked by SCCOE for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

In the fall of 2019, the VCBLA Academies opened a fourth charter school, Voices College-Bound Language Academy at West Contra Costa (Voices West Contra Costa). The West Contra Costa Unified School District (District) has granted the charter for Voices College-Bound Language Academy (Voices West Contra Costa) through June 30, 2023 and extended through June 30, 2025. The charter may be revoked by the District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

In the fall of 2020, the VCBLA Academies opened a fifth charter school, Voices College-Bound Language Academy at Stockton (Voices Stockton). The Stockton Unified School District (Stockton District) has granted the charter for Voices College-Bound Language Academy (Voices Stockton) through June 30, 2024 and extended through June 30, 2026. The charter may be revoked by the Stockton District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Principles of Consolidation

The consolidated financial statements include the accounts of Voices College-Bound Language Academies and VCBLA Nido, LLC (the LLC) because Voices College-Bound Language Academies has both control and an economic interest in the LLC. All significant intercompany accounts and transactions have been eliminated in consolidation. Unless otherwise noted, these consolidated entities are hereinafter referred to as "the Academies".

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the Academies' programs and other activities have been presented in the consolidated statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include salaries and wages, pension expense, other employee benefits and payroll taxes, which are allocated on the basis of estimates of time and effort.

Cash and Cash Equivalents

The Academies defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Accounts Receivable

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2021. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contributions Receivable

Unconditional promises to give are expected to be collected within one year at net realizable value. We determine the allowance for uncollectible promises to give based on historical experience, an assessment of economic conditions, and a review of subsequent collections. Promises to give are written off when deemed uncollectible. Management believes that all contributions receivable are fully collectible; therefore, no provisions for uncollectible accounts were recorded. There was no contributions receivable at June 30, 2021.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost, if purchased or at estimated fair value, if donated. Depreciation is provided on a straight-line basis over the estimated useful lives of the asset. The estimated useful lives range from 3 to 50 years. The Academies capitalizes all expenditures for land, buildings, and equipment in excess of \$5,000.

Compensated Absences

Effective July 1, 2020, the Academies allow administrative employees and full-time CMO staff to carryover unused vacation up to 40 and 120 hours, respectively. Accordingly, accumulated compensated absence benefits at June 30, 2021 is included in accrued liabilities.

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – We report contributions restricted by donors as increases in net assets without donor restrictions if the restrictions expire (that is, when a stipulated time restriction ends or purpose restriction is accomplished) in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the consolidated statements of activities as net assets released from restrictions.

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the Academies based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agencies of the Academies are required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the Academies has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2021, the Academies have conditional grants of \$4,174,600 of which \$683,749 is recognized as deferred revenue in the consolidated statement of financial position.

Other Revenue

Other revenue consists primarily of food services and uniform sales. The performance obligation for providing these services is simultaneously received and consumed by the students.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Income Taxes

The VCBLA Academies is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The VCBLA Academies is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The VCBLA Academies files an exempt school return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

VCBLA Nido LLC is considered disregarded and therefore exempt from the payment of income taxes. The LLC has been granted exemption from the California State LLC fee under the California Revenue and Taxation Code.

Evaluation of Subsequent Events

The Academies have evaluated subsequent events through REPORT DATE, the date these consolidated financial statements were available to be issued.

NOTE 2 CORRECTION OF ERROR

During the year ended June 30, 2021, it was determined that certain non-capitalized expenses to be reclassified as construction in progress and one prior year contribution that was specifically for VCBLA Nido LLC versus the home office (CMO) of the Academies at June 30, 2020 were incorrectly reported. A reclassification was made to correct the total effect of the changes listed above for the year ended June 30, 2020, which had the following effects:

VCBLA Nido LLC:	VCBLA		Total	Impact
	CMO	Nido LLC		
Intercompany Receivable	\$ 500,000	\$ (500,000)	\$ -	No Impact
Property, Plant, and Equipment, Net	-	1,001,153	1,001,153	Understated
Total Assets	\$ 500,000	\$ 501,153	\$ 1,001,153	Understated
Revenue	\$ (500,000)	\$ 500,000	\$ -	No Impact
Expenses	-	(1,001,153)	(1,001,153)	Overstated
Total Change in Net Assets	\$ (500,000)	\$ 1,501,153	\$ 1,001,153	Understated

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 3 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure are those without donor or other restrictions limiting their use within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents, and accounts receivable for the total amount of \$10,800,245.

As part of its liquidity management plan, the Academies monitor liquidity required and cash flows to meet operating needs on a monthly basis. The Academies structure its financial assets to be available as general expenditures, liabilities, and other obligations come due.

NOTE 4 CONCENTRATION OF CREDIT RISK

The Academies maintain interest bearing cash accounts with a financial institution. The account at this institution is insured by the Federal Deposit Insurance Corporation (FDIC). At times, cash in this account exceeds the maximum insured amount. The Academies have not experienced any losses regarding this account and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

NOTE 5 PROPERTY, PLANT, AND EQUIPMENT

The Academies property, plant, and equipment are as follows:

Land	\$ 2,411,490
Building	7,723,940
Leasehold Improvements	310,404
Equipment, Furniture and Fixtures	308,063
Construction in Progress	<u>5,549,223</u>
Total	16,303,120
Less: Accumulated Depreciation and Amortization	(1,162,117)
Total Property, Plant, and Equipment	<u>\$ 15,141,003</u>

Depreciation expense for the year ended June 30, 2021 was \$204,753.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 6 REVOLVING LOANS PAYABLE

Voices West Contra Costa received a revolving loan from the California Department of Education in the amount of \$250,000. The loan requires annual principal payments of \$62,502. The loan has a term of five years and carries an interest rate of 2.20%.

Voices Stockton received a revolving loan from the California Department of Education in the amount of \$100,000. The loan requires annual principal payments of \$50,000. The loan has a term of two years and carries an interest rate of 0.48%.

Annual payments of principal and interest are deducted from apportionment. The loan repayments by year are as follows:

<u>Year Ending June 30,</u>	<u>WCC</u>	<u>Stockton</u>
2022	\$ 62,502	\$ 50,000
2023	62,494	50,000
Total	\$ 124,996	\$ 100,000

NOTE 7 FACILITY LOAN AND DEFERRED REVENUE

In August 2014, Voices FMSD was apportioned approximately \$8.2 million in Prop 55 Funding for new construction of a school facility on an existing site to eventually accommodate 435 students (grades K-8) of which 78% were expected to qualify for free and reduced lunch. The site for the approximate 20,000 square foot one-story facility is located on shared property with the existing G. W. Hellyer Elementary, 725 Hellyer Ave., San Jose, CA 95111. Voices FMSD constructed this project in cooperation with the Franklin-McKinley Elementary School District and consists of two kindergarten and 18 multi-grade classrooms, an administration building, and a multi-use building. Voices FMSD completed the facility in time for occupancy at the start of the 2015-16 school year.

This apportionment is comprised of 50% grant funding and 50% loan funding and is contingent upon Voices FMSD repaying its 50% local matching share obligation (funding agreement) by making payments to the State pursuant to the agreement. Beginning September 2016, Voices FMSD began repayment to the State the matching portion of the funding. The loan matures in 30 years and requires an assumed interest rate determined by the rate paid on monies in the Pooled Money Investment Account described in the California Government Code 16840 et seq. which is 2.0%. The amount of the loan for matching funds and unused funding was \$3,419,504 as of June 30, 2021.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 7 FACILITY LOAN AND DEFERRED REVENUE (CONTINUED)

Voices FMSD also entered into a Memorandum of Understanding (MOU) between the State and Franklin-McKinley Elementary School District (FMSD) intended to tie together two separate legal agreements: (i) a Funding Agreement by and between the state and the Academies and (ii) a Facilities Use Agreement by and between FMSD and the Academies.

The principal maturities for the loan are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2022	\$ 119,750
2023	122,166
2024	124,630
2025	127,145
2026	129,709
Thereafter	2,796,104
Total	\$ 3,419,504

NOTE 8 NOTES PAYABLE

Paycheck Protection Program Loan

On April 21, 2020, the Academies received a loan from Heritage Bank of Commerce in the amount of \$2,023,278 to fund payroll, rent, utilities, and interest on mortgages and existing debt through the Paycheck Protection Program (the “PPP Loan”). The original loan agreement was written prior to the PPP Flexibility Act of 2020 (June 5) and was due over twenty-four months deferred for six months. Subsequent to this, the law changed the loan deferral terms retroactively. The PPP Flexibility Act and subsequent regulations supersede the loan agreement. The PPP Loan bears interest at a fixed rate of 1.0% per annum, with the first six months of interest deferred, has a term of two years, and is unsecured and guaranteed by the U.S. Small Business Administration. Payment of principal and interest is deferred until the date on which the amount of forgiveness is remitted to the lender or, if the Academies fails to apply for forgiveness within ten months after the covered period, then payment of principal and interest shall begin on that date. These amounts may be forgiven subject to compliance and approval based on the timing and use of these funds in accordance with the program.

Subsequent to the year ended June 30, 2021, in August 2021, the principal amount of \$2,023,278 was forgiven by the financial institution and U.S. Small Business Administration.

The SBA may review funding eligibility and usage of funds for compliance with program requirements based on dollar thresholds and other factors. The amount of liability, if any, from potential noncompliance cannot be determined with certainty; however, management is of the opinion that any review will not have a material adverse impact on the Academies’ financial position.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 8 NOTES PAYABLE (CONTINUED)

Operating Loan

On June 17, 2020, the Academies entered into an operating loan (the “operating loan”) with a lender for the amount of \$300,000. The operations loan does not bear interest and the balloon payment is due on November 30, 2021.

Qualified Low Income Community Investment Loan and New Market Tax Credit Loan

In December 2020, the LLC entered into a Qualified Low Income Community Investment Loan (QLIC) with various lenders for construction of a project. The LLC has executed a lease for the site with the Academies for the future operation of the school. The QLIC loan is part of a New Market Tax Credit Agreement (NMTC). A senior lender is providing a loan to the LLC in the amount up to \$16,029,894. The QLIC loan bears an interest rate of 0.5% with a maturity date of **xxxx**. The QLIC loan was \$3,085,184 at June 30, 2021.

The intercompany components of \$3,999,924 for a loan between the LLC and the VCBLA Academies have been eliminated in the consolidated financial statements. In August 2024, when the NMTC compliance period is completed, the Academies and the lenders have a put and call option, whereas the VCBLA Academies will take ownership of the Investment Fund and can forgive the LLC for remaining indebtedness under the terms of the QLIC loan.

Advances of State Aid Payments Loan

Due to economic impacts related to the COVID-19 pandemic, the state of California elected to defer a portion of the 2020-2021 funding that is provided annually to support CA public schools. The deferrals apply to the months of February through June 2021. The deferral of state funding will reduce the Academies’ budgeted cash flow during the affected months. In March 2021, in response to the deferral of state funding, the Academies elected to participate in the Advances of State Aid Payments (“ASAP”) Program. ASAP is a state-sponsored low-interest loan program designed to provide cash to public schools to offset the reduction in state funds during the deferral period. The calculated ASAP loan amount made available to the Academies is \$2,710,000, with a maximum loan amount of \$3,000,000 approved by the board. The state will distribute the deferred amounts to schools during the months of August through November 2021, and the ASAP loan will be repaid over that period through the intercept process. The ASAP loan bears an interest rate of 3.0% and matures on December 30, 2021. The ASAP loan was \$1,702,705 with accrued interest of \$55,462 at June 30, 2021.

Future maturities under notes payable are as follows:

Year Ending June 30,	PPP Loan	Operating Loan	QLIC	ASAP	Total
2022	\$ 2,023,278	\$ 300,000	\$ -	\$ 1,702,705	\$ 4,025,983
2023	-	-	1,385,108	-	1,385,108
2024	-	-	-	-	-
2025	-	-	11,639	-	11,639
2026	-	-	17,488	-	17,488
Thereafter	-	-	1,670,949	-	1,670,949
Total	<u>\$ 2,023,278</u>	<u>\$ 300,000</u>	<u>\$ 3,085,184</u>	<u>\$ 1,702,705</u>	<u>\$ 7,111,167</u>

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 9 NET ASSETS WITH DONOR RESTRICTIONS

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose for the year ended June 30, 2021:

Released by Satisfaction for Specified Purpose:

Stockton School Start-Up	\$ <u>100,000</u>
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NOTE 10 EMPLOYEE RETIREMENT

Multi-Employer Defined Benefit Pension Plans

Qualified employees are covered under multi-employer defined benefit pension plans maintained by agencies of the state of California. The risks of participating in these multi-employer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multi-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the Academies choose to stop participating in the multi-employer plan, they may be required to pay a withdrawal liability to the plan. The Academies have no plans to withdraw from this multi-employer plan.

State Teachers' Retirement System

Plan Description

The Academies contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. Plan information for STRS is not publicly available. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2020 total STRS plan net assets are \$283 billion, the total actuarial present value of accumulated plan benefits is \$405 billion, contributions from all employers totaled \$6.1 billion, and the plan is 67.1% funded. The Academies did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 10 EMPLOYEE RETIREMENT (CONTINUED)

State Teachers' Retirement System (Continued)

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.21% of their salary. The Academies is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the SIRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2021 was 16.15% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The Academies' contributions to STRS for the past three years are as follows:

<u>Year Ended June 30</u>	Required Contribution	Percent Contributed
2019	\$ 470,561	100%
2020	\$ 525,743	100%
2021	\$ 593,342	100%

Defined Contribution Plan

The Academies offer an Internal Revenue Code Section 401(k) retirement plan to each of its qualifying employees. Employee contributions and employer contributions (up to 3% match) are used to purchase annuity contracts for each participant. The amount of employer contributions used to purchase annuity contracts for the year ended June 30, 2021 was \$155,900.

NOTE 11 OPERATING LEASES

The Academies rent various facilities under operating lease agreements extending through June 30, 2028. Rent expense under the agreements totaled \$1,568,225 for the year ended June 30, 2021. On July 1, 2020, Voices Mt. Pleasant renewed the facilities stating that operating lease agreement base rent is \$700,000 and shared operating costs is \$120,000 per year.

The future minimum lease payments are as follows:

<u>Year Ending June 30.</u>	CMO	Morgan Hill	Mt. Pleasant	WCC	Stockton	Total
2022	\$ 165,084	\$ 750,000	\$ 820,000	\$ 315,000	\$ 332,910	\$ 2,382,994
2023	169,884	-	820,000	420,000	342,897	1,752,781
2024	174,696	-	820,000	515,004	353,188	1,862,888
2025	180,312	-	-	661,812	363,783	1,205,907
2026	-	-	-	686,820	30,389	717,209
Thereafter	-	-	-	1,439,148	-	1,439,148
Total	\$ 689,976	\$ 750,000	\$ 2,460,000	\$ 4,037,784	\$ 1,423,167	\$ 9,360,927

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2021

NOTE 12 WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT MEASURE G PARCEL TAX FUNDING

The Measure "G" was authorized by an election of the registered voters of West Contra Costa Unified School District (WCCUSD). Measure "G" was approved to protect core academics – reading, writing, math, and science, attract and retain qualified teachers, prepare students for college and workforce, provide smaller class sizes for the youngest children, provide classroom computers and technology, improve safety on and around campuses, support after-school programs to keep kids away from gangs and drugs, support science laboratories, materials and activities, and support libraries for WCCUSD and its sponsored charter schools by collecting taxes of 7.2 cents per square foot of total building area on each parcel of taxable real property with the District or a tax of \$7.00 per unimproved parcel of taxable real property.

Parcel tax revenues were spent on certificated salaries to attract and retain qualified teachers.

	<u>Year Ended June 30, 2019</u>	<u>Year Ended June 30, 2020</u>	<u>Year Ended June 30, 2021</u>
REVENUES			
Program Revenue	\$ 31,673	\$ 46,660	\$ 57,714
EXPENSES			
Salaries and Wages	<u>31,673</u>	<u>46,660</u>	<u>57,714</u>
EXCESS OF REVENUE OVER EXPENSES	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

NOTE 13 CONTINGENCIES, RISKS, AND UNCERTAINTIES

The Academies have received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

In prior fiscal year, the World Health Organization declared the spread of Coronavirus Disease (COVID-19) a worldwide pandemic. Subsequent to year-end, the COVID-19 pandemic continues to have significant effects on global markets, supply chains, businesses, and communities. Specific to the Academies, COVID-19 may impact various parts of its 2022 operations and financial results, including, but not limited to, loss of revenues, additional bad debts, costs for increased use of technology, or potential shortages of personnel. Management believes the Academies is taking appropriate actions to mitigate the negative impact. However, the full impact of COVID-19 is unknown and cannot be reasonably estimated as these events are still developing.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 14 SUBSEQUENT EVENTS

In August 2021, the PPP principal amount of \$2,023,278 was forgiven by the financial institution and U.S. Small Business Administration.

Draft - For Discussion Only

SUPPLEMENTARY INFORMATION

Draft - For Discussion Only

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2021**

Voices FMSD began serving students in September 2007 and is authorized by the Franklin-McKinley School District.

Charter School number authorized by the State: 846

Voices Morgan Hill School began serving students in September 2015 and is authorized by the Santa Clara County Office of Education.

Charter School number authorized by the State: 1716

Voices Mt. Pleasant School began serving students in September 2015 and is authorized by the Santa Clara County Office of Education.

Charter School number authorized by the State: 1743

Voices West Contra Costa began serving students in September 2018 and is authorized by the West Contra Costa Unified School District.

Charter School number authorized by the State: 1906

Voices Stockton will begin serving students in September 2020 and is authorized by the Stockton Unified School District.

Charter School number authorized by the State: 2077

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE (CONTINUED)
YEAR ENDED JUNE 30, 2021**

The Board of Directors and the Administrator as of the year ended June 30, 2021 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires (3-year term)
Servando Sandoval	Chair	June 2021
Kim Wisckol	Vice Chair	June 2022
Alice Miller	Member	Indefinite
Holly Glover	Member	June 2023
Darnell Cadette	Member	June 2023
Lorena Mendez-Quezada	Member	June 2021
Wendy Plasencia	Member	June 2023
Amy Zhu	Member	June 2021
Ian Connell	Member	June 2023

ADMINISTRATOR

Frances Teso President/Chief Executive Officer

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2021

	Traditional Calendar Days	Status
FMSD:		
Kindergarten	175	In compliance
Grade 1	175	In compliance
Grade 2	175	In compliance
Grade 3	175	In compliance
Grade 4	175	In compliance
Grade 5	175	In compliance
Grade 6	175	In compliance
Grade 7	175	In compliance
Grade 8	175	In compliance
Morgan Hill:		
Transitional Kindergarten	175	In compliance
Kindergarten	175	In compliance
Grade 1	175	In compliance
Grade 2	175	In compliance
Grade 3	175	In compliance
Grade 4	175	In compliance
Grade 5	175	In compliance
Mt. Pleasant:		
Transitional Kindergarten	175	In compliance
Kindergarten	175	In compliance
Grade 1	175	In compliance
Grade 2	175	In compliance
Grade 3	175	In compliance
Grade 4	175	In compliance
Grade 5	175	In compliance
West Contra Costa:		
Transitional Kindergarten	175	In compliance
Kindergarten	175	In compliance
Grade 1	175	In compliance
Grade 2	175	In compliance
Stockton		
Kindergarten	175	In compliance
Grade 1	175	In compliance

See accompanying Notes to Supplementary Information.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021

	FMSD	Morgan Hill	Mt. Pleasant	West Contra Costa	Stockton
June 30, 2021 Annual Financial Report					
Fund Balances (Net Assets)	\$ 6,038,389	\$ 2,395,291	\$ 652,368	\$ 1,601,693	\$ 2,391
Adjustments and Reclassifications:					
Increase (Decrease) of Fund Balance (Net Assets):					
Accounts Receivable - Federal and State	2,500	(21,157)	(26,092)	-	-
Accounts Receivable - Other	-	1,546	-	-	-
Intercompany Receivables	(2,500)	(1,546)	-	-	-
Accounts Payable and Accrued Liabilities	(57,200)	(10,883)	609,146	438,755	93,690
Intercompany Payable	-	-	(706,895)	41,778	(114,754)
Deferred Revenue	-	-	52,670	-	-
Revolving Loans Payable	-	-	-	(124,996)	-
Facility Loan	(221,821)	-	-	-	-
Notes Payable	279,021	10,883	45,078	(355,537)	2,700
Net Adjustments and Reclassifications	<u>-</u>	<u>(21,157)</u>	<u>(26,093)</u>	<u>-</u>	<u>(18,364)</u>
June 30, 2021 Audited Financial Statement					
Fund Balances (Net Assets)	<u>\$ 6,038,389</u>	<u>\$ 2,374,134</u>	<u>\$ 626,275</u>	<u>\$ 1,601,693</u>	<u>\$ (15,973)</u>

See accompanying Notes to Supplementary Information.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2021

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	CMO	FMSD	Morgan Hill	Mt. Pleasant	West Contra Costa	Stockton	Total		
			CMO	FMSD	Morgan Hill	Mt. Pleasant	West Contra Costa	Stockton	Total		
U.S. Department of Education											
Pass-Through Program from California											
Department of Education:											
Every Student Succeeds Act:											
Title I, Part A, Basic Grants:											
Low-Income and Neglected	84.010	14329	\$ -	\$ 145,824	\$ 90,105	\$ 92,387	\$ 54,162	\$ -	\$ 382,478		
Title II, Improving Teacher Quality	84.367	14341	-	17,547	14,419	11,192	7,039	1,424	51,621		
Title III, Limited English Proficiency	84.365	14346	-	23,795	21,851	16,016	15,215	3,432	80,309		
Title IV, Student Support and Academic Enrichment	84.424	15396	-	10,943	10,000	10,000	10,000	-	40,943		
Special Education Cluster	84.027	13379	-	128,071	73,603	73,019	41,972	5,175	321,840		
Public Charter Schools Grant Program	84.282M	N/A	195,045	-	-	-	26,185	351,634	572,864		
Coronavirus Aid, Relief, and Economic Security Act (CARES Act):											
COVID-19 Governor's Emergency Education Relief (GEER) Fund	84.425C	15517	-	29,766	17,864	12,797	11,500	-	71,927		
COVID-19 Elementary and Secondary School Emergency Relief (ESSER) Fund	84.425D	15536	-	118,520	71,935	78,571	43,241	-	312,267		
<i>Total U.S. Department of Education</i>			<u>195,045</u>	<u>474,466</u>	<u>299,777</u>	<u>293,982</u>	<u>209,314</u>	<u>361,665</u>	<u>1,834,249</u>		
U.S. Department of Agriculture											
Pass-Through Program from California											
Department of Education:											
Child Nutrition Cluster	10.555	13396	-	120,037	181,628	137,507	58,050	24,585	521,807		
<i>Total U.S. Department of Agriculture</i>			<u>-</u>	<u>120,037</u>	<u>181,628</u>	<u>137,507</u>	<u>58,050</u>	<u>24,585</u>	<u>521,807</u>		
U.S. Department of the Treasury											
Pass-Through Program from California											
Department of Education:											
COVID-19 Coronavirus Relief Fund	21.019	25516	-	417,723	202,639	273,858	151,010	-	1,045,230		
<i>Total U.S. Department of the Treasury</i>			<u>-</u>	<u>417,723</u>	<u>202,639</u>	<u>273,858</u>	<u>151,010</u>	<u>-</u>	<u>1,045,230</u>		
<i>Total Federal Expenditures</i>			<u>\$ 195,045</u>	<u>\$ 1,012,226</u>	<u>\$ 684,044</u>	<u>\$ 705,347</u>	<u>\$ 418,374</u>	<u>\$ 386,250</u>	<u>\$ 3,401,286</u>		

N/A - Pass-through entity number not readily available or not applicable.

See accompanying Notes to Supplementary Information.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
NOTES TO SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2021**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the Academies and whether the Academies complied with the provisions of California Education Code.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the Academies under programs of the federal governmental for the year ended June 30, 2021. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of operations of the Academies, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Academies.

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance for all awards with the exception of Assistance Listing 21.019, which follows criteria determined by the Department of Treasury for allowability of costs. Under these principles, certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

NOTE 5 INDIRECT COST RATE

The Academies has elected to use a rate other than the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
Voices College-Bound Language Academies
San Jose, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, the consolidated financial statements of Voices College-Bound Language Academies (the Academies), a nonprofit California public benefit corporation, which comprise the consolidated statement of financial position as of June 30, 2021, and the related consolidated statements of activities, functional expenses, and cash flows for the year then ended, the related notes to the consolidated financial statements, and have issued our report thereon dated REPORT DATE.

Internal Control Over Financial Reporting

In planning and performing our audit of the consolidated financial statements, we considered the Academies' internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academies' internal control. Accordingly, we do not express an opinion on the effectiveness of the Academies' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We did identify a certain deficiency in internal control over compliance, described in the accompanying schedule of findings and questioned costs as item 2021-001 that we consider to be a material weakness.

Board of Directors
Voices College-Bound Language Academies

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Academies' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Response to Findings

The Academies' response to the finding identified in our audit is described in the accompanying schedule of findings and questioned costs. The Academies' response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Academies' internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Academies' internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Board of Directors
Voices College-Bound Language Academies
San Jose, California

We have audited the compliance of Voices College-Bound Language Academies (the Academies), with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Compliance Statement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021. The Academies' major federal programs are identified in the summary of the auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and terms and conditions of federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the Academies' major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Academies' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide legal determination of the Academies' compliance.

Opinion on Each Major Federal Program

In our opinion, the Academies complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

Board of Directors
Voices College-Bound Language Academies

Report on Internal Control Over Compliance

Management of the Academies is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Academies' internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance, for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the Academies' internal control over compliance.

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance such that there is a reasonable possibility, that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected and corrected on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Purpose of this Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Voices College-Bound Language Academies
San Jose, California

We have audited Voices College-Bound Language Academies' (the Academies) compliance with the types of compliance requirements described in the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2021. The Academies' state compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

Auditors' Responsibility

Our responsibility is to express an opinion on the Academies' compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, and the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the Academies' compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the Academies' compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the Academies' compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
Local Education Agencies:	
Attendance and Distance Learning	Yes
Instructional Time	Yes
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not applicable

Board of Directors
Voices College-Bound Language Academies

<u>Description</u>	<u>Procedures Performed</u>
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Charter Schools:	
Independent Study-Course Based	Not applicable
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	Not applicable
Determination of funding for nonclassroom-based instruction	Not applicable
Annual instructional minutes – classroom based	Yes
Charter School Facility Grant Program	Yes

Opinion on State Compliance

In our opinion, the Academies complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2021.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2021

Section I – Summary of Auditors' Results

Financial Statements

1. Type of auditors' report issued: Unmodified
2. Internal control over financial reporting:
 - Material weakness(es) identified? yes no
 - Significant deficiency(ies) identified? yes none reported
3. Noncompliance material to financial statements noted? yes no

Federal Awards

1. Internal control over major federal programs:
 - Material weakness(es) identified? yes no
 - Significant deficiency(ies) identified? yes none reported
2. Type of auditors' report issued on compliance for major federal programs: Unmodified
3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? yes no

Identification of Major Federal Programs

CFDA Number(s)	Name of Federal Program or Cluster
84.010 21.019	Title I, Low-Income and Neglected COVID-19 Coronavirus Relief Fund

Dollar threshold used to distinguish between Type A and Type B programs: \$ 750,000

Auditee qualified as low-risk auditee? yes no

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2021

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Section II – Financial Statement Findings

2021-001 - Internal Control Relating to June 30, 2020 Closing Process **30000**
Specifically Related to VCBLA Nido LLC

Type of Finding:

- Material weakness in internal controls over the VCBLA Nido LLC closing process for June 30, 2020's construction in progress and contribution balances, resulting in a prior period adjustment for June 30, 2020's net assets.

Condition: During the course of our audit, additional support was provided to substantiate the prior year's non-capitalized expenses to be reclassified as construction in progress. During the course of our audit, there was additional support to substantiate one prior year contribution was specially for VCBLA Nido LLC versus the home office (CMO) of the Academies.

Criteria or specific requirement: Under U.S. GAAP, the Organization should follow the capitalization policy procedures adopted and capitalize construction in progress accordingly. Additionally, contributions should be reviewed to confirm the recipient entity and record revenue accordingly.

Context: VCBLA Nido LLC did not provide adequate support to capitalized construction in progress in the amount of \$1,001,154. Additionally, the support to show a contribution was designated for VCBLA Nido LLC, in the amount of \$500,000 was not provided at the time of the annual audit.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2021

Section II – Financial Statement Findings (Continued)

Effect: The impact for various adjustments resulted in the following:

VCBLA Nido LLC:	VCBLA			Impact
	CMO	Nido LLC	Total	
Intercompany Receivable	\$ 500,000	\$ (500,000)	\$ -	No Impact
Property, Plant, and Equipment, Net	-	1,001,153	1,001,153	Understated
Total Assets	\$ 500,000	\$ 501,153	\$ 1,001,153	Understated
Revenue	\$ (500,000)	\$ 500,000	\$ -	No Impact
Expenses	-	(1,001,153)	(1,001,153)	Overstated
Total Change in Net Assets	\$ (500,000)	\$ 1,501,153	\$ 1,001,153	Understated

Cause: Turnover of key accounting individuals and lack of adequate support for VCBLA Nido LLC's balances.

Repeat Finding: Not a repeat finding.

Recommendation: We recommend VCBLA Nido LLC maintain and provide adequate support for the timing and capitalization of future property, plant, and equipment. We recommend VCBLA Nido LLC obtain support for contributions specially provided by the donor to the correct entity.

Views of responsible officials and Corrective Action Plan: VCBLA Nido LLC has outsourced the accounting function to back office service providers for the June 30, 2021 year end and going forward. There were no issues noted in the accounting for the current year end as all matters noted above were related to the prior year end.

Section III – Findings and Questioned Costs – Major Federal Programs

Our audit did not disclose any matters required to be reported in accordance with 2 CFR 200.516(a).

State Compliance Finding

There were no findings or questioned costs related to state awards for June 30, 2020.

**VOICES COLLEGE-BOUND LANGUAGE ACADEMIES
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2021**

Prior Year Financial Statement Findings

2020-001 - <u>Internal Control Relating to Closing Process</u>	30000
-----------------------------------------------------------------------	--------------

Type of Finding:

- Material weakness in internal controls over the closing process specifically related to recording multi-year contribution revenue and the related receivables, recognition of contributions related to the facility loan, debt, accrued liabilities, and cash reconciliations.

Condition: During the course of our audit, material audit adjustments were identified to record the multi-year contribution revenue and the related receivables, recognition of contributions related to the facility loan, debt, accrued liabilities, and cash reconciliations.

Criteria or specific requirement: The closing process should include review of financial information and supporting schedules to ensure proper recording of all transactions in line with GAAP.

Status: Remediated during the year ended June 30, 2021.

Prior Year Federal and State Finding

There were no federal compliance or state compliance findings in the prior year.

Coversheet

Voices Academies ESSER III Safe Return to InPerson Instruction and Continuity of Services Plan for Voices FS, MH, MP, WCC, ST (revised 01.2022)

Section: III. Board Business

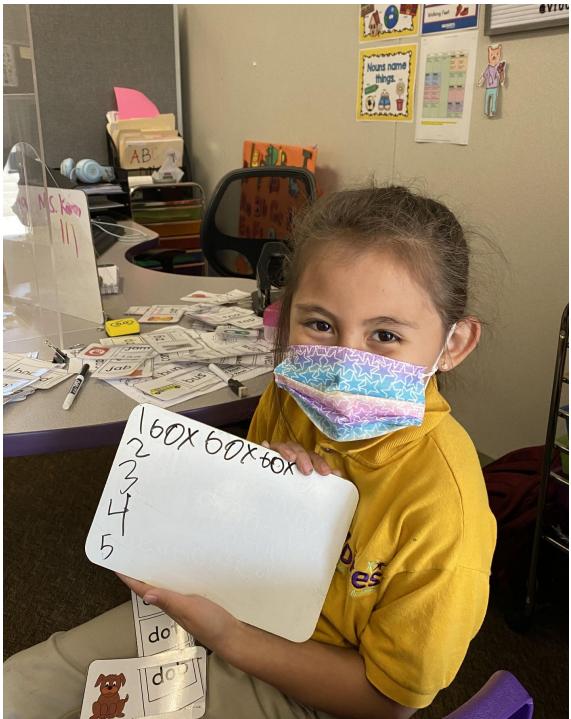
Item: B. Voices Academies ESSER III Safe Return to InPerson Instruction and Continuity of Services Plan for Voices FS, MH, MP, WCC, ST (revised 01.2022)

Purpose: Vote

Submitted by:

Related Material:

Voices Academies ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan_
Revised January 2022.pdf



2021-2022 Voices Academies Safe Return to In-Person Instruction and Continuity of Services Plan (ESSER III)

January 2022

Disclaimer

Voices plans are tentative and can be influenced by a number of factors including:

- *Changing health and safety guidelines*
- *Updated guidance from state officials*
- *Resource availability and feasibility of safely reopening schools*

When state or local guidance conflicts, the most stringent guidance shall apply.

School Reentry Plan

The 21-22 Voices Academies School Reentry plan (rev 01/22) replaces the Voices Academies School Reopening Plan (Revised September 2021).

Voices has implemented the following policies:

- Addendum_Covid19 Related Employment Leave Policies
- COVID-19 Face Covering Policy
- Vaccination paid time off
- COVID Addendum to the School Culture Playbook
- Telecommuting Safety Recommendations
- COVID-19 Interim Teleworking Policy and Agreement
- COVID-19 Employee Expense Reimbursement Policy
- COVID-19 Employee Related Employment Leave Policy

Introduction and Overview

We continue to receive official guidance for operating schools from the State of California and the local health departments of each our Voices communities (Santa Clara County, Contra Costa County and San Joaquin County).

There is no perfect approach that will be optimal for everyone, and ultimately we have taken the practical realities of operating a school and the needs of our students, families and staff into consideration. We will continue to be responsive and update our plan as we receive new information or guidance or as the community COVID-19 conditions evolve.

This plan will provide an overview of the following:

- Instructional Model
- General Measures: On campus and classroom procedures
- Healthy Hygiene Practices
- Attendance and Health Screenings
- Student Social-Emotional Well Being
- Cleaning, Disinfection, and Ventilation
- Plan for when a staff member, student or visitor becomes sick

Assumption #1: COVID-19 Transmission

Key scientific findings have important implications for how we think about infection risk and play an important role in guiding our recommendations for preventing transmission in school. Specifically, that COVID-19 transmission in schools is likely to be less widespread than influenza transmission.

Assumption #2: Schools should be prepared for partial or full school closures

As schools prepare to resume in-person instruction, schools should also ensure plans are in place for alternate instruction for students who may need to isolate or quarantine, as well as students who are medically fragile. Schools should also be prepared for the possibility of partial or full school closure, either short-term or for a longer period.

Vaccinations

COVID-19 vaccination among all eligible students as well as teachers, staff, and household members is the most critical strategy to help schools safely resume full operations.

Vaccination is the leading public health prevention strategy to end the COVID-19 pandemic. People who are fully vaccinated against COVID-19 are at low risk of symptomatic or severe infection.

- Visit [vaccines.gov](https://www.vaccines.gov) to find out where teachers, staff, students, and their families can get vaccinated against COVID-19 in the community and promote COVID-19 vaccination locations near schools.

Staff COVID-19 Testing

The California Department of Public Health issued an order that requires all school staff to either show proof of full vaccination for COVID-19 or be tested at least once per week.

The order requires all public schools to verify vaccination for COVID-19 and have a system for tracking vaccinated staff.

Any unvaccinated or incompletely vaccinated staff will be tested at least once weekly.

Table of Contents



Instructional
Model



General Measures



Healthy Hygiene
Practices



Attendance and Health
Screenings



Social-Emotional
Well Being



Cleaning, Disinfection
and Ventilation



Response to COVID-19
Cases



Testing, Reporting and Response to Suspected or Confirmed Cases

Health officials have stated that COVID-19 will be present in our communities for the foreseeable future until the effective vaccines are widely used. We should expect positive cases of COVID-19 just like there will be cases of influenza this flu season.

Following established preventive measures, identification and communication can help maintain a healthy organization and community.



- Voices has a COVID-19 Liaison who is responsible for responding to COVID-19 concerns.
- Unvaccinated staff are required to have a weekly COVID-19 test.
- COVID-19 test will be available for vaccinated staff who wish to be tested.



- Voices will follow the Response to Suspected or Confirmed Cases and Close Contacts Protocol*
- County Health Departments have procedures in place for investigating communicable disease cases. Health Departments and Voices COVID Liaison will conduct contact tracing using classroom rosters and information obtained from school personnel through interviews and in coordination with school officials.



- Students and staff must get tested after they develop one or more COVID-19 symptoms or if one of their household members or non-household close contracts tested positive for COVID-19, per CDC guidance.
- Parents/guardians and staff must notify school administration immediately if the student or staff tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19



- Students and staff who are fully vaccinated and boosted* may remain on campus as long as they experience no COVID-like symptoms.

*if the individual is not booster eligible but has received both doses of Pfizer or Moderna or a single shot of J & J, they meet the fully vaccinated criteria.

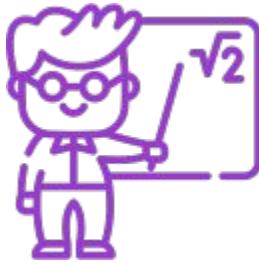


- ❑ Communication will vary depending on the specific circumstances of a case in a school community. At a minimum, the affected cohort will be notified. Voices will work with the county public health department to determine next steps and communication.
 - ❑ In the event of a surge, the County Public Health Department will reach out to the COVID Liaison with additional next steps.



- ❑ Documentation of negative test results must be provided to school administration for symptomatic individuals.

- ❑ In lieu of a negative test result, symptomatic students and staff may return to work/school with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.



Instructional Model

Voices highest priority is staff and student safety. We are prepared to implement in person instruction that assures safety **and** student learning.

Additionally, Voices is also prepared to pivot back and forth between models as the COVID-19 situations evolves and the CDE allows.

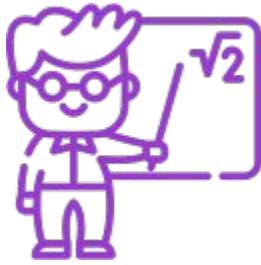
Voices has developed instructional models that facilitate all COVID-19 scenarios:

Phase I - Distance Learning

Phase II - Bridge Slow Ramp Up

Phase III - Hybrid

Phase IV - In Person learning



Independent Studies for Particular Students (AB 130)

Independent Studies (IS) will be available for the following students:

- Students who are medically fragile and would be put at risk by in-person instruction (*long term IS*)
- Students who are isolating or quarantining because of exposure to COVID-19 (*short term IS*)
- IDEA-eligible students with disabilities "shall not participate in independent study, unless the pupil's individualized education program ... specifically provides for that participation." (Ed. Code §51745(c).)

We request that families seeking IS due to medical fragility provide a physician's note supporting such request.



Independent Studies for Particular Students (AB 130)

Independent Studies is **NOT** distance learning. Students will receive *some* synchronous learning time and be assigned independent assignments to complete.

Parents *may* request a conference with school personnel to determine appropriateness of assigning Independent Studies.



Independent Studies for Particular Students (AB 130)

Missed assignments and lack of satisfactory progress triggers evaluation as to whether it is in the best interest of the pupil to remain in Independent Study.

Independent Studies agreements will be reassessed every semester.



General Measures

- ❑ All adults and students are required to wear face coverings at school indoors and outdoors regardless of immunization status

- ❑ Persons with a medical condition, mental health condition, or disability that prevents wearing a mask as well as persons who are hearing impaired may be exempt from mask requirements

- ❑ Persons exempt from wearing a face covering due to a medical condition, must wear a face shields with an appropriate seal (cloth covering extended from the bottom edge of the shield and tucked into the shirt collar)



General Measures

Evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with CDC K-12 School Guidance.

- ❑ Practice physical distancing when feasible.

- ❑ Physical barriers may be installed where physical distancing is not possible.



- Students must leave campus immediately upon dismissal.
- The school will hold large gatherings (e.g. Plaza, field trips) outdoors or cancel.
- Parents and visitors will have limited access to the school campus.
- When possible, keep student cohorts from mixing.
- Modified emergency drill protocols to maintain physical distancing.



- Signage reminding students and staff about physical distancing will be posted in prominent locations throughout each school campus
- Follow disinfection guidelines developed by the California Department of Public Health and the Centers for Disease Control and Prevention for classrooms, workspaces, outdoor spaces, playgrounds, etc.
- Sites will have an isolation room where symptomatic individuals can remain until they can go home.



Healthy Hygiene Practices

- ❑ Students and staff will self-check for symptoms throughout the day. Those who develop signs and symptoms of COVID-19 will be sent home.
- ❑ Students will be frequently reminded to avoid touching their face and face covering, and to wash/sanitize their hands often.
- ❑ Face coverings and shields should be cleaned and sanitized daily at home.



- Hand-washing stations with soap or 60% ethyl alcohol hand sanitizer will be made available in classrooms and other areas where staff/students are likely to be present.

- Provide adequate student supplies to minimize the sharing of high-touch materials and clean between uses if sharing is unavoidable.



- Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
- Water fountains will be closed. Students must bring a filled water bottle to school each day, clearly labeled with their name.
- All student belongings must be taken home each day (will be disposed of if left)



- Staff will limit communal activities and potlucks or other food sharing.
- Staff break rooms or gathering in any other indoor space for meals is allowed, as long as masks are worn at all times unless eating or drinking.
- Staff professional development will follow all COVID physical distancing protocols when feasible or be delivered virtually.



Attendance and Health Screenings

- Families and staff are required to take temperatures daily before going to school/work. Anyone with a fever of **100.0** or higher should not go to the school site.
- Students and staff are required to also screen themselves for respiratory symptoms such as cough and shortness of breath prior to coming to school or work each day.* Students and staff experiencing those symptoms should not attend school/work.



Attendance and Health Screening

- ❑ Voices will keep track of truancy and chronic absenteeism rates. DoC and PLs will work with families of truant students to provide support and resources.
- ❑ Voices will implement the Tiered Attendance and Re-Engagement Plan (21-22) for students that are truant, chronically absent or not engaged.



Parent Square Wellness Check

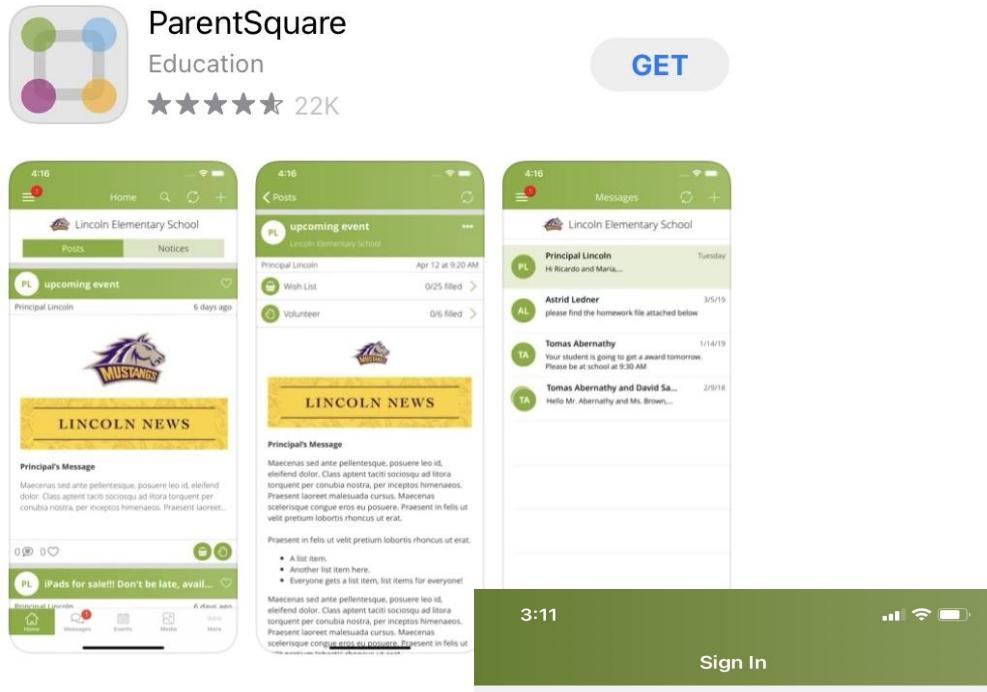
All staff and students are required to complete a daily Wellness Check using Parent Square prior to entering school grounds.



Parent Square Wellness Check

Step 1:

- Download ParentSquare
- Create Login



ParentSquare

email or cell phone number

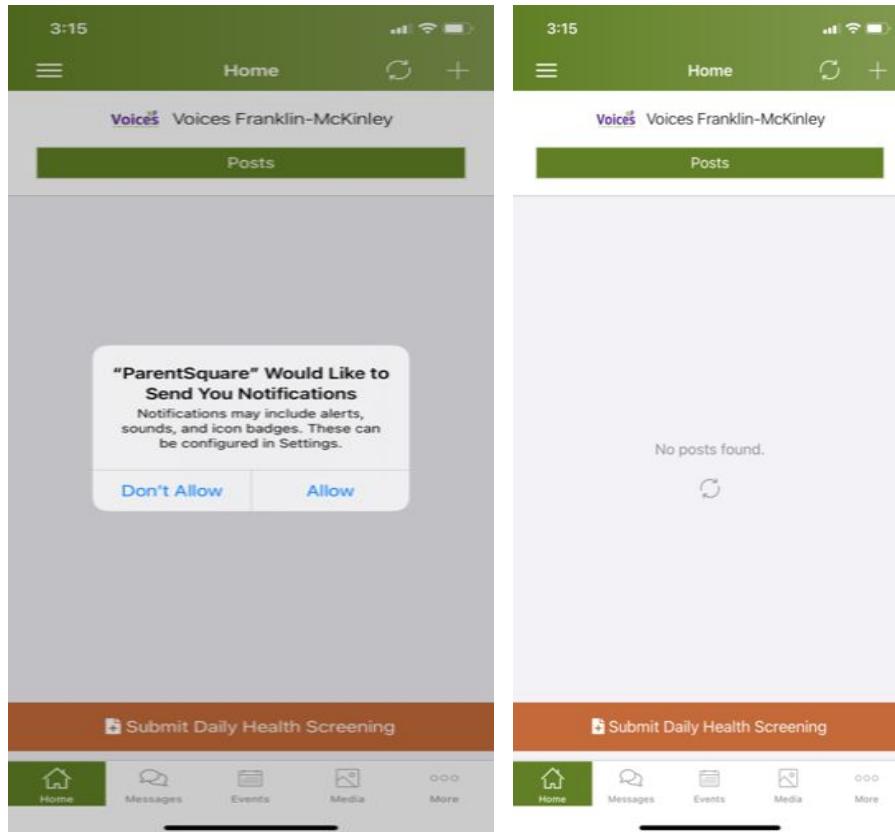
Continue

or

Sign in with Google



Parent Square Wellness Check



Step 2:
Allow for
notifications and
you can “Submit
Health
Screening” at
the bottom.



Parent Square Wellness Check

Step 3:

- Complete the questionnaire
- Type your name and phone # at the bottom for confirmation
- Click “Submit” Form

3:15 Done parentsquare.com AA

Daily Self-Screening Form

This form will be submitted for Friday, Feb 19

You must complete and submit this form each day before reporting to campus. If the answer to any of the following questions is YES, you must stay home.

[Print Form](#)

This form applies to:

Me, Alyce Rivas

I would like to answer no to all questions

Within the last 14 days have you been diagnosed with COVID-19 or had a test confirming you have the virus?

Yes

No

Do you live in the same household with, or have you had close contact with someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus?

Yes

No

Have you had any one or more of these symptoms today or within the past 24 hours? Are these symptoms new or not explained by any other reason?

-Fever (100.0 or higher)

< > [Upload](#) [Edit](#)

3:16 Done parentsquare.com AA

Do you have a temperature of 100.0 or higher?

Yes

No

Electronic Signature Consent

By clicking the 'Submit' button below, I declare that the information I have provided is true

Your Name: Alyce Rivas

Email: arivas@voicescharterschool.com

Phone: _____

Electronic Signature: Alyce Rivas

Full name must match exactly as provided to ParentSquare

[Submit](#)

* COVID-19 symptoms based on CDC recommendations

< > [Upload](#) [Edit](#)



Cleaning, Disinfection and Ventilation

- ❑ Staff will clean and disinfect frequently high-touched surfaces within the school at least daily and, as practicable, frequently throughout the day.
- ❑ A cleaning and disinfecting schedule is established.



- Increase ventilation by increasing outdoor air circulation (e.g., by opening windows) or using high-efficiency air filters and increasing ventilation rates.
- HVAC systems function properly, maximize air exchanges per hour, maximize outdoor air, and are maintained according to the manufacturer's recommendations.



Student Social Emotional Well Being

- Social-emotional learning
- Building relationships
- Community-building activities
- Trauma awareness and response
- Increased access to mental health/wellness services
- Deans of Culture (DoC), Parent Liaisons(PL), and/or counselor will provide referrals to resources.



- Addressing current events and societal issues
- DoC and PL will monitor and support student participation / attendance.
- DoC/PL will use a Tiered system for reaching out to the most at-risk students and families.
- Provide parent trainings and workshops.
- Assess students as needed for 504 accommodations.

Appendix, FAQ, Glossary, References



What if someone has been diagnosed with COVID-19, or is waiting for test results, or has cough, fever, or shortness of breath, or other symptoms of COVID-19?

Stay home until it is safe to be around others. This means 24 hours with no fever (without fever-reducing medication) and symptoms improved, and 10 days since symptoms first appeared. If you live with others, stay in a specific “isolation room” or area and away from other people or pets. Use a separate bathroom, if available.

Staff or students should contact their personal medical provider if a return-to-school/work clearance note is needed since individual health situations may vary.

If a parent is diagnosed with COVID-19, will their student need to self-isolate before returning to school? How will the schools know when the student is okay to return?

If a student or staff has a household member that tests positive for COVID-19, the student will be ordered to quarantine at home based on if they are fully vaccinated or unvaccinated. The county health department may issue an order with explicit instructions on quarantine and details on its expiration. If needed, the county health department may provide clearance letters at the end of isolation/ quarantine.



Are gloves required?

Gloves are not recommended for use by students or staff, except for those conducting duties such as cleaning, first aid, medical procedures, or food services.

Will extensive classroom cleaning be performed if a student or teacher is diagnosed with COVID-19?

Yes. Voices will follow the established guidelines put forth by CDC and local health departments.

Glossary

Contact- an individual that has been within 6 ft. of an infected person for 15 cumulative minutes or longer over a 24 hour period, from two days prior to symptoms starting.

Exposure- a close encounter with a confirmed or probable COVID-19 case.

Glossary

Synchronous- Live instruction (done in person or virtually)

Asynchronous- Recorded online instruction or independent online assignments

Distance Learning - also known as online learning, virtual learning, remote learning

Appendix

Voices Health Screening for Students and Staff Checklist

Ask these questions. A person who answers "Yes" to any one of these questions must not be allowed to enter the school facility.

1. Within the last 10 days have you been diagnosed with COVID-19 or had a test confirming you have the virus?

Yes – STAY HOME and seek medical care.

2. Within the past 14 days , have you had close contact with, someone who has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact is less than 6 feet for 15 minutes or more.

Yes – STAY HOME and seek medical care and testing.

3. a. Have you had any one or more of these symptoms today or within the past 3 days?

- Fever or chills
- Cough
- Loss of taste or smell
- Shortness of breath or difficulty breathing

Yes – STAY HOME and seek medical care and testing.

b. Have you had any one or more of these symptoms today or within the past 3 days and that are new or not explained by another reason?

- Fatigue
- Muscle or body aches
- Headache
- Sore throat
- Nausea, vomiting, or diarrhea

Yes – STAY HOME and seek medical care and testing.

Response to Confirmed or Suspected COVID-19 Cases and Close Contacts Protocol

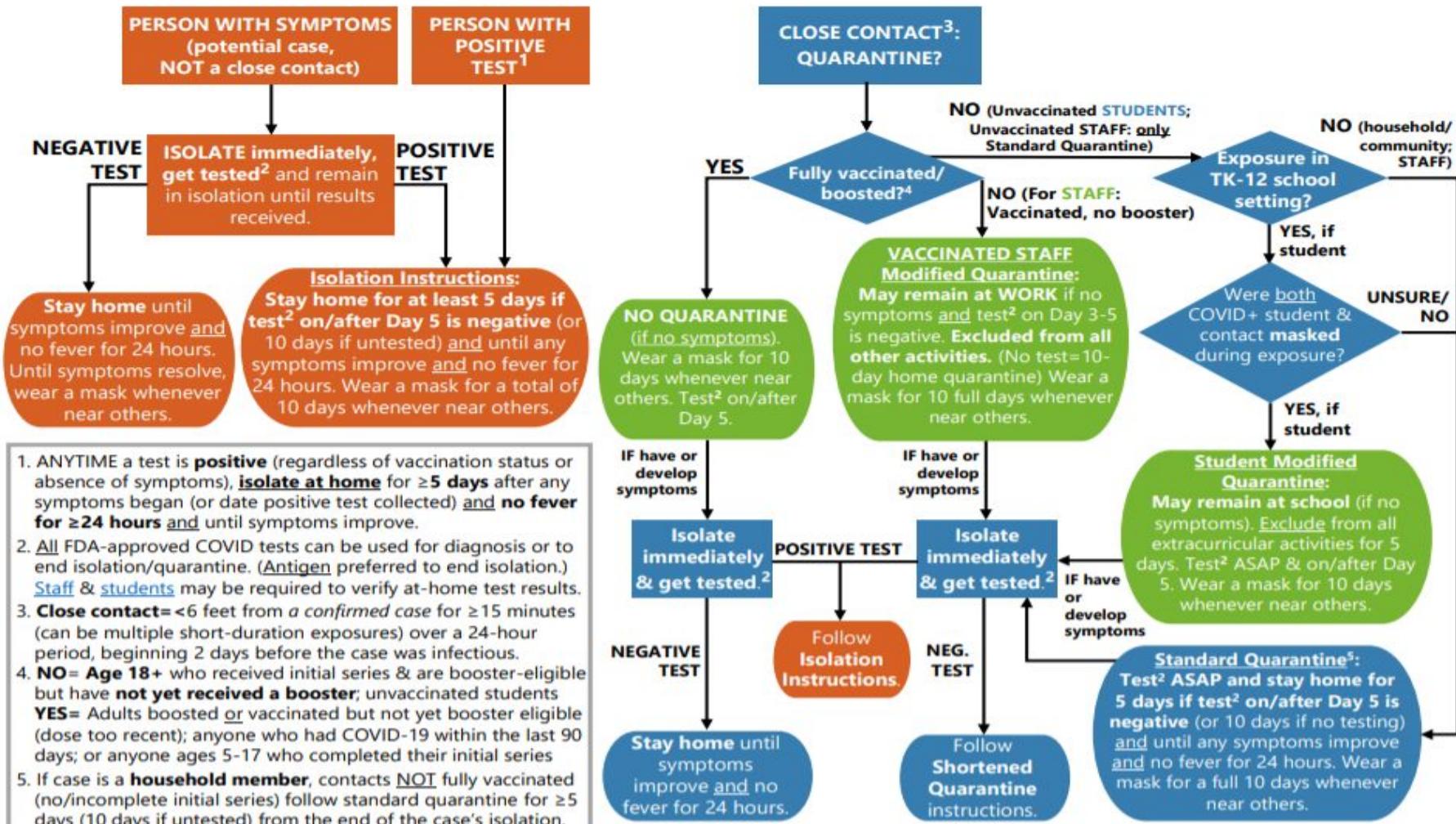
Quick Guide: Confirmed or Suspected COVID-19 Case or Close Contacts in TK-12 Setting

Scenario	Steps to Take Immediately	Understanding Results	Returning to Program
<p>Scenario 1: Individual exhibits one or more COVID-19 symptoms, <u>regardless of vaccination status</u></p> <p>For more information, see the TK-12 School Exposure Close Contact Decision Tree</p>	<ul style="list-style-type: none"> Send student/staff home and recommend a COVID test immediately. Notify school administration and COVID-19 Designee. Classroom stays open while awaiting result. <i>If student/staff not tested, instruct to isolate for 10 days. No test/note needed to return to school.</i> 	<ul style="list-style-type: none"> If test is <u>negative</u>, student/staff must stay at home until symptoms improve and at least 24 hours after fever goes away. If test is <u>positive</u>, case must isolate at home for at least 10 days after the first symptoms started <u>and</u> at least 24 hours after fever resolution <u>and</u> other symptoms improve. Send relevant notification letters. 	<ul style="list-style-type: none"> If test is <u>negative</u>, can return to school 24 hours after fever goes away <u>and</u> other symptoms improve; must bring proof of negative test or medical note to explain why not tested. If positive, can return once the full 10-day isolation period is completed. If so, no test or medical note needed.
<p>Scenario 2: Child or staff is a Close Contact* of someone who tested positive for COVID-19</p> <p><i>Fully vaccinated contacts do not need to quarantine if they remain asymptomatic and tests are negative.</i></p> <p>A close contact is someone who was:</p> <ul style="list-style-type: none"> within 0-6 feet of the COVID-positive person (with or without a mask) exposed for at least 15 minutes* exposed when the person could spread the infection (starts 2 days before they had symptoms or tested positive) 	<ul style="list-style-type: none"> Consult TK-12 School Exposure Close Contact Decision Tree for guidance; give relevant testing & quarantine instructions. Notify school administration and COVID-19 Designee, if requested by Designee. Request that test results, especially for contacts who are symptomatic or fully vaccinated or who qualify for modified quarantine, be reported to the school ASAP. Any contacts who are fully vaccinated or who qualify for modified quarantine can <i>remain on campus</i> while awaiting testing. Send relevant notification letters. 	<ul style="list-style-type: none"> If test is <u>negative</u>, test again on/after Day 5 of quarantine and continue to monitor for symptoms. If symptoms develop, isolate and test immediately. If case is a household member, contact's quarantine starts immediately & extends for 7 or 10 days (depending on test results) from the end of case's isolation. If test is <u>positive</u>, isolate for at least 10 days from date of positive test or, if symptomatic, 10 days from symptom onset AND \geq24 hours after resolution of fever <u>AND</u> other symptoms improve. 	<ul style="list-style-type: none"> Return to school once required quarantine period and testing is completed (per TK-12 School Exposure Close Contact Decision Tree). If completed a full 10-day quarantine, no test results needed to return. For contacts to <i>remain on campus</i> or qualify for shortened quarantine, they need to provide negative test results from on/after Day 5 promptly. Regardless of test results, <i>all</i> should continue to monitor for symptoms and follow recommended interventions (masking, hand-washing) for 14 days after exposure.
<p>Scenario 3: A student or staff member, <u>regardless of vaccination status</u>, tests positive for COVID-19 in a cohort or non-cohort setting</p> <p>For more information, see the TK-12 School Exposure Close Contact Decision Tree</p>	<p>GENERAL – Classroom remains open</p> <p><u>Case:</u></p> <ul style="list-style-type: none"> Send home with instructions to isolate. <p><u>Contacts:</u></p> <ul style="list-style-type: none"> Use seating chart/roster & staff/student input to identify close contacts and send them home. Then follow SCENARIO 2. Notify school administration and COVID-19 Designee. <p><i>If explicitly maintaining cohorts:</i></p> <p><u>Case:</u></p> <ul style="list-style-type: none"> Send home with instructions to isolate. <p><u>Contacts:</u></p> <ul style="list-style-type: none"> Send home all members of the group cohort and any other in-program close contacts. Then follow SCENARIO 2. 	<p><u>Case:</u></p> <ul style="list-style-type: none"> For child/staff whose test is <u>positive</u>, isolate for at least 10 days after symptoms started <u>AND</u> at least 24 hours after fever goes away <u>AND</u> other symptoms improve. (If the person never had symptoms, isolate for 10 days after the date of their positive test.) <p><u>Contacts:</u> FOLLOW SCENARIO 2</p>	<p><u>Case:</u></p> <ul style="list-style-type: none"> Return to school/work once full isolation period is completed. No test results or medical note are needed to return. <p><u>Contacts:</u> FOLLOW SCENARIO 2</p>
<p>Scenario 4: Routine COVID-19 screening (no symptoms, not a close contact)</p>	<ul style="list-style-type: none"> After a screening test, the person can continue at the program/work until results are available. 	<ul style="list-style-type: none"> If <u>negative</u>, no action needed. If <u>positive</u>, FOLLOW SCENARIO 3. 	<ul style="list-style-type: none"> If <u>negative</u>, can go to program/work. No test results needed. If <u>positive</u>, FOLLOW SCENARIO 3.

*Close contact can be 15 minutes of contact all at once OR repeated contact with the infected person that adds up to 15 minutes or more in a 24-hour period. Being considered a close contact does not depend on whether the contact or the infected person were wearing face coverings during the time they were in contact.

Isolation and Quarantine Guidelines While Awaiting and Receiving COVID-19 Test Results

COVID-19 TK-12 DECISION TREE (1.20.2022) to Determine Isolation or Quarantine



Staff Specific Considerations

- Staff received information about the use of available leaves related to COVID-19.
- Non-vaccinated employees are required to get a COVID-19 test each week.
- Staff will be encouraged to limit use of high-touch, non-essential appliances and materials (bring your own coffee, water, lunch in a cooler bag vs. using the fridge, limit use of microwave, etc.)
- Staff will be encouraged to have lunch outdoors maintaining social distancing or in their classroom.
- Staff will be asked to wipe down shared equipment (copy machine, microwave, etc.) with disinfecting wipes before/after each use.

References

California Department of Public Health August 2, 2021 Letter

California Department of Public Health K-12 Schools Guidance
2021-2022 Questions and Answers

CDC Guidance for COVI-19 Prevention in K-12 Schools

COVID School Grid

UCSF - HEARTS Trauma Informed Principles for Promoting School
and Community Success

COVID-19 Industry Guidance

Coversheet

Approve ESSER III Plan for ST

Section:

III. Board Business

Item:

C. Approve ESSER III Plan for ST

Purpose:

Vote

Submitted by:

Related Material:

Voices FY22 ESSER III Expenditure Plan - ST (Draft).docx

California Department of Education
July 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Stockton	Frances Teso, Chief Executive Officer	fteso@voicescharterschool.com , 408-599-0955

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
School LCAP	https://voicesacademies.org/wp-content/uploads/2021/07/Stockton-LCAP-Merged.pdf
N/A	N/A

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$84,700

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$30,500
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$54,200
Use of Any Remaining Funds	\$0

Total ESSER III funds included in this plan

\$84,700

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Voices ESSER III plan has been developed in the continued effort to support the achievement of our Local Control and Accountability Plan (LCAP) goals. The LCAP annual process, which took place in 20-21 included meaningful stakeholder engagement which led to developing an effective plan for the school and student success.

Voices used several structures to effectively communicate and engage key stakeholders in the LCAP. The process involved numerous annual meetings and surveys with stakeholders, including students; families, including families that speak languages other than English; school and network administrators, including special education administrators; teachers, principals, school leaders, other educators, school staff, SELPA, and individuals representing the interests of English learners to engage them in the LCAP goals and actions.

Throughout the year, Voices held quarterly ELAC meetings, workshops, and monthly Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition, an LCAP overview was presented to

stakeholders and a feedback survey was sent out using our communication platform, ParentSquare. A parent workshops and an LCAP overview meeting was also held. All materials were provided in English and Spanish.

The LCAP process included a public hearing at a scheduled board meeting prior to the final approval at a subsequent board meeting. Feedback collected during this engagement process informed Voices LCAP and is also informing ESSER III plan.

School community members will be able to provide additional ESSER III input and feedback at Voices public board meeting on January 28, 2022.

Voices will continue to engage school community members by hosting sessions on ESSER III plan and implementation throughout the grant spending period.

Voices evaluated its stakeholder engagement opportunities and determined that civil rights groups, tribes, and local bargaining units, individuals or advocates representing the interests of children who are homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students are neither present nor served by the LEA.

A description of how the development of the plan was influenced by community input.

Voices thoroughly reviewed data and stakeholder input in the development of the LCAP goals and actions. The feedback showed that stakeholders desired a continued focus on student wellbeing and building coping skills. The feedback also revealed that additional academic support to mitigate learning loss and providing teacher development was also important.

Furthering these goals has also been incorporated into the ESSER III Plan.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$30,500

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	COVID Liaison	Staff member responsible for tracking and coordinating LEA's response to changing COVID needs for school	\$7,500
N/A	Custodial support	Portion of custodial positions to ensure robust staff to clean facility for safe in-person operations	\$23,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$54,200

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP, Goal 2, Action 3	Instructional support	Maintenance of critical instructional support staff (Intervention Teacher, Instructional Coach), despite lower enrollment, in order to ensure targeted instruction and interventions in response to impact of lost instructional time	\$54,200

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$0

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic. The following is the LEA's plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID-19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
COVID Liaison	Track all students who must quarantine due to COVID exposure and confirm they have been offered independent study.	Monthly
Custodial support	Completion of Walk-through Safety Tool	Four times annually
Instructional support	Using internal benchmark math and ELA assessments, teachers will monitor target students' academic progress towards meeting benchmark standards.	Each benchmark cycle (4 times per year in FY22; 3 times per year in other years).

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at
<https://www.cde.ca.gov/fq/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 - Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 - Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 - Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 - Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;

- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of "underserved students" is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of "Not Applicable" in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the 'Total ESSER III funds received by the LEA,' provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the 'Total ESSER III funds included in this plan,' provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

Coversheet

LCAP Supplemental Presentation for Voices FS, MH, MP, WCC, and ST

Section:	III. Board Business
Item:	D. LCAP Supplemental Presentation for Voices FS, MH, MP, WCC, and
ST	
Purpose:	FYI
Submitted by:	
Related Material:	Voices_WCC_LCAPsupplement.pdf Voices_Stockton_LCAPsupplement.pdf Voices_Flagship_LCAPsupplement.pdf Voices_MP_LCAPsupplement.pdf Voices_MH_LCAPsupplement.pdf Voices LCAP Mid Year Report Slides.pptx

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at West Contra Costa County	Frances Teso, Chief Executive Officer	fteso@voicescharterschool.com, 408-599-0955

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Voices College-Bound Language Academy at West Contra Costa County has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022 at <https://voicesacademies.org/wp-content/uploads/2021/07/WCC-LCAP-Merged.pdf> (p. 42-44)

Voices College-Bound Language Academy at West Contra Costa County included the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the 2021-22 LCAP development process, and as such there was no additional LCFF funding to engage our educational partners around.

The board reviewed the Educator Effectiveness Grant plan on October 28, 2021 and approved the plan on December 1, 2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Voices College-Bound Language Academy at West Contra Costa County is using the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students by retaining Associate Teachers in primary grades

in order to provide additional direct services through academic support. Associate teachers are needed to support and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning, by supporting the teacher with formative assessments and the school with diagnostics, and by providing daily enrichment to students. This creates lower student to staff ratios and increases capacity to provide differentiated learning for all students.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Voices College-Bound Language Academy at West Contra Costa County has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as Voices sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following link and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic. Local Control and Accountability Plan <https://voicesacademies.org/wp-content/uploads/2021/07/WCC-LCAP-Merged.pdf> (p. 42-44)

Educational partners were engaged on the use of Expanded Learning Opportunities Grant plan funds on the following dates:

- November 2020 and May 2021 Pre and Post Parent, Student and Staff 3rd party Social Emotional Survey
- May 2021 Staff meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.
- May 2021 ELAC meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.
- May 2021 Parent Community Meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.
- May 2021 Stakeholder Survey to gather input for supplemental instructional and support services
- May 27, 2021 Board Meeting with opportunity for public comment on the Extended Learning Opportunities Grant Plan.

Voices Expanded Learning Opportunities Grant and ESSER III plans have been developed in the continued effort to support the achievement of our Local Control and Accountability Plan (LCAP) goals. The LCAP annual process, which took place in 20-21 included meaningful stakeholder engagement which led to developing an effective plan for the school and student success.

Voices used several structures to effectively communicate and engage key stakeholders in the LCAP. The process involved numerous annual meetings and surveys with stakeholders to engage them in the LCAP goals and actions. Throughout the year, Voices held quarterly ELAC meetings, workshops, and monthly Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition, an LCAP overview was presented to stakeholders and a feedback

survey was sent out using our communication platform, ParentSquare. A parent workshop and an LCAP overview meeting was also held. All materials were provided in English and Spanish. The LCAP process included a public hearing at a scheduled board meeting prior to the final approval at a subsequent board meeting.

Feedback collected during this engagement process informed Voices LCAP and the ESSER III plan. School community members were able to provide additional ESSER III input and feedback at Voices public board meeting on October 18, 2021. Voices will continue to engage school community members by hosting sessions on ESSER III plan and implementation throughout the grant spending period.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Voices College-Bound Language Academy at West Contra Costa County is implementing the federal American Rescue Plan Act and federal Elementary and Secondary Emergency Relief expenditure plan through each of the actions in boldface type. Voices is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act with one staff person serving as our **Covid Liaison**. This staff member has been well-trained and able to implement clear protocols with regards to daily temperature checks and health reviews, Covid-19 testing, and social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. Weekly PCR testing is available for staff, and students are referred to community health agencies for testing and vaccination. There are protocols for frequent hand washing and hand sanitizing, and hand sanitizing stations are available throughout the campus. Students and staff are required to wear face coverings both inside and outside except while eating. Surgical masks are required for all staff effective 1/2022. Presentations have been created for teachers to share with students monthly on proper hand washing and mask wearing.

When students report feeling symptoms on the daily health and wellness survey, an alert is sent to the school and before the student can return to school, a negative COVID-19 test or a doctor's note is required. If students feel ill at school, they are sent home immediately. If students are exposed to COVID-19 at school, the school closes the classroom for the safety of all students. The school has increased regular school cleaning with **Custodial Support** this year, and also incorporated a deep cleaning protocol for a classroom any time there is an exposure. The school faced a challenge with custodial staffing temporarily this year.

As a result of this work and evidence of our success, there has been no school-based transmission prior to Winter Break. Data from the county indicate that the school case rate is lower than other schools in the county. One challenge with the strict exposure protocol has been frustration from parents about finding childcare when a classroom closes.

Continuity of Instruction has been impacted by the classroom exposures, but all students are sent home with independent study packets. The biggest challenge has been parents picking up packets and then students returning the completed packets when they return to the classroom. The school does allow fully vaccinated students to return to campus to complete their schoolwork, and it has been a challenge to find space for them to work while the classroom is closed for cleaning and disinfection.

Clerical Support has been crucial to our efforts at maintaining student and staff health and safety. The office staff at the school collects all health information from families and sends it to the COVID Liaison. Parent Square is used to send out updated health

and safety protocols to families and referrals to testing and vaccination locations. The school has been successful at providing clear, consistent communication to families. At the beginning of the school year, some families had technology struggles with completing the daily check in and office staff have been able to help them.

The school prioritized retaining the **Teaching Staff** to maintain smaller class sizes this year to ensure all students receive the support needed after spending over a year in distance learning. The school has been able to retain most of the existing teaching staff despite lower than forecast enrollment and ADA and has successfully maintained smaller class sizes. Even with the additional funding available to retain the teaching staff, staffing has been challenging this year due to teacher resignations from pandemic-related job stress and the teacher shortage. Some of our teaching staff have moved into administrative roles, which has caused additional turnover of teachers in the classroom.

The school also prioritized providing **Instructional Support** for our teachers with Instructional Coaches and Intervention Teachers. Staffing these positions has been very challenging and the school has not been able to find qualified candidates for these roles despite increasing the salary.

Nutrition Consultants have helped the school streamline the food service program and ensure students receive nutritious meals each day. The meals are in compliance with the national school food standards and provided by a high-quality food services provider partner. The school provides all students a hot breakfast and lunch. Due to supply chain and increased prices, the food service provider has shared that they will need to raise the prices they charge the schools, which may be a challenge down the road.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Voices College-Bound Language Academy at West Contra Costa County is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. Based on our annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports. The ESSER III expenditure plan provides additional supports to address learning loss for students with Teaching Staff and Instructional Support that supplement the related LCAP actions (Goal 2, Action 4, p. 50; Goal 4, Action 3, p. 56).

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized in the LCAP this year. The ESSER III expenditure plan COVID Liaison, Clerical Support, and Custodial Support actions supplement the Facility Maintenance action (Goal 3, Action 5, p.55) previously outlined in the LCAP. The ESSER III expenditure plan provides additional support for student well-being with the Nutritional Coaching action. This action is aligned to the LCAP, Goal 3 "Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community." Students need appropriate nutrition in order to learn.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/reliefunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Stockton	Frances Teso, Chief Executive Officer	fteso@voicescharterschool.com, 408-599-0955

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Voices College-Bound Language Academy at Stockton has a foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022 at <https://voicesacademies.org/wp-content/uploads/2021/07/Stockton-LCAP-Merged.pdf> (p. 35-37)

Voices College-Bound Language Academy at Stockton included the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the 2021-22 LCAP development process, and as such there was no additional LCFF funding to engage our educational partners around.

The board reviewed the Educator Effectiveness Grant plan on October 28, 2021 and approved the plan on December 1, 2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Since the additional concentration grant add-on funding received was not sufficient to hire additional staff, Voices College-Bound Language Academy at Stockton is using the additional funding to provide additional hours for our existing Associate Teachers in primary grades in order to provide additional direct services through academic support. Associate teachers are needed to support

and monitor the academic achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, and by providing daily enrichment to students. This creates lower student to staff ratios and increases capacity to provide differentiated learning for all students.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Voices College-Bound Language Academy at Stockton has a foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as Voices sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant.

The following link and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic. Local Control and Accountability Plan <https://voicesacademies.org/wp-content/uploads/2021/07/Stockton-LCAP-Merged.pdf> (p. 35-37)

Educational partners were engaged on the use of Expanded Learning Opportunities Grant plan funds on the following dates:

- November 2020 and May 2021 Pre and Post Parent, Student and Staff 3rd party Social Emotional Survey
- May 2021 Staff meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.
- May 2021 ELAC meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.
- May 2021 Parent Community Meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.
- May 2021 Stakeholder Survey to gather input for supplemental instructional and support services
- May 27, 2021 Board Meeting with opportunity for public comment on the Extended Learning Opportunities Grant Plan.

Voices Expanded Learning Opportunities Grant and ESSER III plans have been developed in the continued effort to support the achievement of our Local Control and Accountability Plan (LCAP) goals. The LCAP annual process, which took place in 20-21 included meaningful stakeholder engagement which led to developing an effective plan for the school and student success.

Voices used several structures to effectively communicate and engage key stakeholders in the LCAP. The process involved numerous annual meetings and surveys with stakeholders to engage them in the LCAP goals and actions. Throughout the year, Voices held quarterly ELAC meetings, workshops, and monthly Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition, an LCAP overview was presented to stakeholders and a feedback

survey was sent out using our communication platform, ParentSquare. A parent workshop and an LCAP overview meeting was also held. All materials were provided in English and Spanish.

The LCAP process included a public hearing at a scheduled board meeting prior to the final approval at a subsequent board meeting. Feedback collected during this engagement process informed Voices LCAP and is also informing the ESSER III expenditure plan. The school was only recently allocated ESSER III funds. School community members will be able to provide additional ESSER III input and feedback at Voices public board meeting on January 28, 2022. Voices will continue to engage school community members by hosting sessions on ESSER III plan and implementation throughout the grant spending period.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Voices College-Bound Language Academy at Stockton is implementing the federal American Rescue Plan Act and federal Elementary and Secondary Emergency Relief expenditure plan in the 2021-22 school year with one staff person serving as our **Covid Liaison**. This staff member has been well-trained and able to implement clear protocols with regards to daily health reviews, social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. Weekly PCR testing is available for staff and students are referred to community health agencies for testing and vaccination. There are protocols for frequent hand washing and hand sanitizing, and hand sanitizing stations are available throughout the campus. Students and staff are required to wear face coverings both inside and outside except while eating. Surgical masks are required for all staff effective January 2022. Presentations have been created for teachers to share with students monthly on proper hand washing and mask wearing.

When students report feeling symptoms on the daily health and wellness survey, an alert is sent to the school and before the student can return to school, a negative COVID-19 test or a doctor's note is required. If students feel ill at school, they are sent home immediately. If students are exposed to COVID-19 at school, the school closes the classroom for the safety of all students. The school has increased regular school cleaning with custodial support this year, and also incorporated a deep cleaning protocol for a classroom any time there is an exposure. As a result of this work and evidence of our success, there has been no school-based transmission prior to Winter Break. Data from the county indicate that the school case rate is lower than other schools in the county. One challenge with the strict exposure protocol has been frustration from parents about finding childcare when a classroom closes.

Continuity of Instruction has been impacted by the classroom exposures, but all students are sent home with independent study packets. The biggest challenge has been parents picking up packets and then students returning the completed packets when they return to the classroom. The school does allow fully vaccinated students to return to campus to complete their schoolwork, and it has been a challenge to find space for them to work while the classroom is closed for cleaning and disinfection.

Clerical support has been crucial to our efforts at maintaining student and staff health and safety. The office staff at the school collects all health information from families and sends it to the COVID Liaison. Parent Square is used to send out updated health and safety protocols to families and referrals to testing and vaccination locations. The school has been successful at providing clear, consistent communication to families. At the beginning of the school year, some families had technology struggles with completing the daily check in and office staff have been able to help them.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Voices College-Bound Language Academy at Stockton is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. Based on our annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports. (Goal 2, Action 4, p. 42; Goal 4, Action 2, p. 46).

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized this year. The ESSER III expenditure plan COVID Liaison action supplements the work that the office staff regularly does to maintain student health and safety.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/reliefunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy	Frances Teso, Chief Executive Officer	fteso@voicescharterschool.com, 408-599-0955

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Voices College-Bound Language Academy has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022 at <https://voicesacademies.org/wp-content/uploads/2021/07/Flagship-LCAPMerged.pdf> (p. 43-45)

Voices included the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the 2021-22 LCAP development process, and as such there was no additional LCFF funding to engage our educational partners around.

The board reviewed the Educator Effectiveness Grant plan on October 28, 2021 and approved the plan on December 1, 2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Voices College-Bound Language Academy is using the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students by hiring an additional Associate Teacher in primary grades in order to provide additional direct services through academic support. Associate teachers are needed to support and monitor the academic

achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, and by providing daily enrichment to students. This creates lower student to staff ratios and increases capacity to provide differentiated learning for all students. Voices College-Bound Language Academy is also using the additional funding to provide a school counselor to support students with the trauma and isolation experienced during the pandemic.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Voices College-Bound Language Academy has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as Voices sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following link and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic. Local Control and Accountability Plan <https://voicesacademies.org/wp-content/uploads/2021/07/Flagship-LCAPMerged.pdf> (p. 43-45)

Educational partners were engaged on the use of Expanded Learning Opportunities Grant plan funds on the following dates:

- November 2020 and May 2021 Pre and Post Parent, Student and Staff 3rd party Social Emotional Survey
- May 2021 Staff meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.
- May 2021 ELAC meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.
- May 2021 Parent Community Meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.
- May 2021 Stakeholder Survey to gather input for supplemental instructional and support services
- May 27, 2021 Board Meeting with opportunity for public comment on the Extended Learning Opportunities Grant Plan.

Voices Expanded Learning Opportunities Grant and ESSER III plans have been developed in the continued effort to support the achievement of our Local Control and Accountability Plan (LCAP) goals. The LCAP annual process, which took place in 20-21, included meaningful stakeholder engagement which led to developing an effective plan for the school and student success.

Voices used several structures to effectively communicate and engage key stakeholders in the LCAP. The process involved numerous annual meetings and surveys with stakeholders to engage them in the LCAP goals and actions. Throughout the year, Voices held quarterly ELAC meetings, workshops, and monthly Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition, an LCAP overview was presented to stakeholders and a feedback

survey was sent out using our communication platform, ParentSquare. A parent workshop and an LCAP overview meeting was also held. All materials were provided in English and Spanish. The LCAP process included a public hearing at a scheduled board meeting prior to the final approval at a subsequent board meeting.

Feedback collected during this engagement process informed Voices LCAP and the ESSER III plan. School community members were able to provide additional ESSER III input and feedback at Voices public board meeting on October 18, 2021. Voices will continue to engage school community members by hosting sessions on ESSER III plan and implementation throughout the grant spending period.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Voices College-Bound Language Academy is implementing the federal American Rescue Plan Act and federal Elementary and Secondary Emergency Relief expenditure plan through each of the actions in boldface type. Voices is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act with one staff person serving as our **Covid Liaison**. This staff member has been well-trained and able to implement clear protocols with regards to daily temperature checks and health reviews, Covid-19 testing, and social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. Weekly PCR testing is available for staff and students are referred to community health agencies for testing and vaccination. There are protocols for frequent hand washing and hand sanitizing, and hand sanitizing stations are available throughout the campus. Students and staff are required to wear face coverings both inside and outside except while eating. Surgical masks are required for all staff effective January 2022. Presentations have been created for teachers to share with students monthly on proper hand washing and mask wearing.

When students report feeling symptoms on the daily health and wellness survey, an alert is sent to the school and before the student can return to school, a negative COVID-19 test or a doctor's note is required. If students feel ill at school, they are sent home immediately. If students are exposed to COVID-19 at school, the school closes the classroom for the safety of all students. The school has increased regular school cleaning with **Custodial Support** this year, and also incorporated a deep cleaning protocol for a classroom any time there is an exposure.

As a result of this work and evidence of our success, there has been no school-based transmission prior to Winter Break. Data from the county indicate that the school case rate is lower than other schools in the county. One challenge with the strict exposure protocol has been frustration from parents about finding childcare when a classroom closes.

Continuity of Instruction has been impacted by the classroom exposures, but all students are sent home with independent study packets. The biggest challenge has been parents picking up packets and then students returning the completed packets when they return to the classroom. The school does allow fully vaccinated students to return to campus to complete their schoolwork, and it has been a challenge to find space for them to work while the classroom is closed for cleaning and disinfection.

Clerical Support has been crucial to our efforts at maintaining student and staff health and safety. The office staff at the school collects all health information from families and sends it to the COVID Liaison. Parent Square is used to send out updated health and safety protocols to families and referrals to testing and vaccination locations. The school has been successful at providing clear,

consistent communication to families. At the beginning of the school year, some families had technology struggles with completing the daily check in and office staff have been able to help them. Currently, the staff is outside each morning with iPads to ensure families can complete the daily health check.

The school prioritized retaining the **Teaching Staff** to maintain smaller class sizes this year to ensure all students receive the support needed after spending over a year in distance learning. The school has been able to retain most of the existing teaching staff despite lower than forecast enrollment and ADA and has successfully maintained smaller class sizes. Even with the additional funding available to retain the teaching staff, staffing has been challenging this year due to teacher resignations from pandemic-related job stress and the teacher shortage.

The school also prioritized providing **Instructional Support** by hiring an Intervention Teacher. Staffing this position has been very challenging. Due to regular classroom teacher resignations, the school asked the intervention teacher to take on additional duties resulting in the resignation of the intervention teacher.

Nutrition Consultants have helped the school streamline the food service program and ensure students receive nutritious meals each day. The meals are in compliance with the national school food standards and provided by a high-quality food services provider partner. The school provides all students a hot breakfast and lunch, as well as a cold snack. Due to supply chain and increased prices, the food service provider has shared that they will need to raise the prices they charge the schools, which may be a challenge down the road.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Voices is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. Based on our annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports. The ESSER III expenditure plan provides additional supports to address learning loss for students with Teaching Staff and Instructional Support that supplement the related LCAP actions (Goal 2, Action 4, p. 52; Goal 4, Action 3, p. 59).

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs, is also prioritized in the LCAP this year. The ESSER III expenditure plan COVID Liaison, Clerical Support, and Custodial Support actions supplement the Facility Maintenance action (Goal 3, Action 5, p.57) previously outlined in the LCAP. The ESSER III expenditure plan provides additional support for student well-being with the Nutritional Coaching action. This action is aligned to the LCAP, Goal 3 "Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community." Students need appropriate nutrition in order to learn.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/reliefunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Mount Pleasant	Frances Teso, Chief Executive Officer	fteso@voicescharterschool.com, 408-599-0955

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Voices College-Bound Language Academy at Mount Pleasant has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022 at <https://voicesacademies.org/wp-content/uploads/2021/07/Mount-Pleasant-LCAP-Merged.pdf> (p. 42-44)

Voices included the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the 2021-22 LCAP development process, and as such there was no additional LCFF funding to engage our educational partners around.

The board reviewed the Educator Effectiveness Grant plan on October 28, 2021 and approved the plan on December 1, 2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Voices College-Bound Language Academy at Mount Pleasant is using the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students by retaining Associate Teachers in primary grades in order to provide additional direct services through academic support. Associate teachers are needed to support and monitor the academic

achievement and learning progress of unduplicated students. Associate teachers support in the form of one-on-one, small group and whole group instruction based on teacher data analysis and teacher planning; by supporting the teacher with formative assessments and the school with diagnostics, and by providing daily enrichment to students. This creates lower student to staff ratios and increases capacity to provide differentiated learning for all students.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Voices College-Bound Language Academy at Mount Pleasant has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as Voices sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following link and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic. Local Control and Accountability Plan <https://voicesacademies.org/wp-content/uploads/2021/07/Mount-Pleasant-LCAP-Merged.pdf> (p. 42-44)

Educational partners were engaged on the use of Expanded Learning Opportunities Grant plan funds on the following dates:

- November 2020 and May 2021 Pre and Post Parent, Student and Staff 3rd party Social Emotional Survey
- May 2021 Staff meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.
- May 2021 ELAC meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.
- May 2021 Parent Community Meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.
- May 2021 Stakeholder Survey to gather input for supplemental instructional and support services
- May 27, 2021 Board Meeting with opportunity for public comment on the Extended Learning Opportunities Grant Plan.

Voices Expanded Learning Opportunities Grant and ESSER III plans have been developed in the continued effort to support the achievement of our Local Control and Accountability Plan (LCAP) goals. The LCAP annual process, which took place in 20-21 included meaningful stakeholder engagement which led to developing an effective plan for the school and student success.

Voices College-Bound Language Academy at Mount Pleasant used several structures to effectively communicate and engage key stakeholders in the LCAP. The process involved numerous annual meetings and surveys with stakeholders to engage them in the LCAP goals and actions. Throughout the year, Voices held quarterly ELAC meetings, workshops, and monthly Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition, an LCAP overview was presented to stakeholders and a feedback survey was sent out using our communication platform, ParentSquare. A parent

workshop and an LCAP overview meeting was also held. All materials were provided in English and Spanish. The LCAP process included a public hearing at a scheduled board meeting prior to the final approval at a subsequent board meeting.

Feedback collected during this engagement process informed Voices LCAP and informed the ESSER III plan. School community members were able to provide additional ESSER III input and feedback at Voices public board meeting on October 18, 2021. Voices will continue to engage school community members by hosting sessions on ESSER III plan and implementation throughout the grant spending period.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Voices College-Bound Language Academy at Mount Pleasant is implementing the federal American Rescue Plan Act and federal Elementary and Secondary Emergency Relief expenditure plan through each of the actions in boldface type. Voices College-Bound Language Academy at Mount Pleasant is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act with one staff person serving as our **Covid Liaison**. This staff member has been well-trained and able to implement clear protocols with regards to daily temperature checks and health reviews, Covid-19 testing, and social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. Weekly PCR testing is available for staff and students are referred to community health agencies for testing and vaccination. There are protocols for frequent hand washing and hand sanitizing, and hand sanitizing stations are available throughout the campus. Students and staff are required to wear face coverings both inside and outside except while eating. Surgical masks are required for all staff effective 1/2022. Presentations have been created for teachers to share with students monthly on proper hand washing and mask wearing. When students report feeling symptoms on the daily health and wellness survey, an alert is sent to the school and before the student can return to school, a negative COVID-19 test or a doctor's note is required. If students feel ill at school, they are sent home immediately. If students are exposed to COVID-19 at school, the school closes the classroom for the safety of all students. The school has increased regular school cleaning with **Custodial Support** this year, and also incorporated a deep cleaning protocol for a classroom any time there is an exposure.

As a result of this work and evidence of our success, there has been no school-based transmission prior to Winter Break. Data from the county indicate that the school case rate is lower than other schools in the county. One challenge with the strict exposure protocol has been frustration from parents about finding childcare when a classroom closes.

Continuity of Instruction has been impacted by the classroom exposures, but all students are sent home with independent study packets. The biggest challenge has been parents picking up packets and then students returning the completed packets when they return to the classroom. The school does allow fully vaccinated students to return to campus to complete their schoolwork, and it has been a challenge to find space for them to work while the classroom is closed for cleaning and disinfection.

Clerical Support has been crucial to our efforts at maintaining student and staff health and safety. The office staff at the school collects all health information from families and sends it to the COVID Liaison. Parent Square is used to send out updated health and safety protocols to families and referrals to testing and vaccination locations. The school has been successful at providing clear,

consistent communication to families. At the beginning of the school year, some families had technology struggles with completing the daily check in and office staff have been able to help them.

The school prioritized retaining the **Teaching Staff** to maintain smaller class sizes this year to ensure all students receive the support needed after spending over a year in distance learning. The school has been able to retain most of the existing teaching staff despite lower than forecast enrollment and ADA and has successfully maintained smaller class sizes. Even with the additional funding available to retain the teaching staff, staffing has been challenging this year due to teacher resignations from pandemic-related job stress and the teacher shortage.

The school also prioritized providing **Instructional Support** for our teachers with Instructional Coaches and Intervention Teachers. Staffing these positions has been very challenging and the school has not been able to find qualified candidates for these roles despite increasing the salary.

Nutrition Consultants have helped the school streamline the food service program and ensure students receive nutritious meals each day. The meals are in compliance with the national school food standards and provided by a high-quality food services provider partner. The school provides all students a hot breakfast and lunch. Due to supply chain and increased prices, the food service provider has shared that they will need to raise the prices they charge the schools, which may be a challenge down the road.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Voices is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. Based on our annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports. The ESSER III expenditure plan provides additional supports to address learning loss for students with Teaching Staff and Instructional Support that supplement the related LCAP actions (Goal 2, Action 4, p. 51; Goal 4, Action 3, p. 57).

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized in the LCAP this year. The ESSER III expenditure plan COVID Liaison, Clerical Support, and Custodial Support actions supplement the Facility Maintenance action (Goal 3, Action 5, p.56) previously outlined in the LCAP. The ESSER III expenditure plan provides additional support for student well-being with the Nutritional Consultants action. This action is aligned to the LCAP, Goal 3 "Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community." Students need appropriate nutrition in order to learn.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/reliefunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Voices College-Bound Language Academy at Morgan Hill	Frances Teso, Chief Executive Officer	fteso@voicescharterschool.com, 408-599-0955

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Voices College-Bound Language Academy at Morgan Hill has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process.

Previous engagement opportunities include:

Local Control and Accountability Plan 2021-2022 at <https://voicesacademies.org/wp-content/uploads/2021/07/Morgan-Hill-LCAP-Merged.pdf> (p. 42-44)

Voices College-Bound Language Academy at Morgan Hill included the additional Cost-Of-Living-Adjustment (COLA) during the 2021-22 LCAP development process, and as such there was no additional LCFF funding to engage our educational partners around.

The board reviewed the Educator Effectiveness Grant plan on October 28, 2021 and approved the plan on December 1, 2021.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Voices College-Bound Language Academy at Morgan Hill did not receive the additional concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Voices College-Bound Language Academy at Morgan Hill has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The school's practices have been further enhanced during the pandemic as Voices sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan.

The following link and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic. Local Control and Accountability Plan <https://voicesacademies.org/wp-content/uploads/2021/07/Morgan-Hill-LCAP-Merged.pdf> (p. 42-44)

Educational partners were engaged on the use of Expanded Learning Opportunities Grant plan funds on the following dates:

- November 2020 and May 2021 Pre and Post Parent, Student and Staff 3rd party Social Emotional Survey
- May 2021 Staff meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.
- May 2021 ELAC meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.
- May 2021 Parent Community Meeting to present the ELO allowable recovery purposes and gather input for supplemental instructional and support services.
- May 2021 Stakeholder Survey to gather input for supplemental instructional and support services
- May 27, 2021 Board Meeting with opportunity for public comment on the Extended Learning Opportunities Grant Plan.

Voices Expanded Learning Opportunities Grant and ESSER III plans have been developed in the continued effort to support the achievement of our Local Control and Accountability Plan (LCAP) goals. The LCAP annual process, which took place in 20-21 included meaningful stakeholder engagement which led to developing an effective plan for the school and student success.

Voices used several structures to effectively communicate and engage key stakeholders in the LCAP. The process involved numerous annual meetings and surveys with stakeholders to engage them in the LCAP goals and actions. Throughout the year, Voices held quarterly ELAC meetings, workshops, and monthly Cafecitos, giving parents a platform to discuss input/feedback on LCAP goals, school progress, needs, and academics. In addition, an LCAP overview was presented to stakeholders and a feedback survey was sent out using our communication platform, ParentSquare. A parent workshop and an LCAP overview meeting was also held. All materials were provided in English and Spanish. The LCAP process included a public hearing at a scheduled board meeting prior to the final approval at a subsequent board meeting.

Feedback collected during this engagement process informed Voices LCAP and the ESSER III plan. School community members were able to provide additional ESSER III input and feedback at Voices public board meeting on October 18, 2021. Voices will continue to engage school community members by hosting sessions on ESSER III plan and implementation throughout the grant spending period.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Voices College-Bound Language Academy at Morgan Hill is implementing the federal American Rescue Plan Act and federal Elementary and Secondary Emergency Relief expenditure plan through each of the actions in boldface type. Voices College-Bound Language Academy at Morgan Hill is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act with one staff person serving as our **Covid Liaison**. This staff member has been well-trained and able to implement clear protocols with regards to daily temperature checks and health reviews, Covid-19 testing, and social distancing, and the use of personal protective equipment (PPE) to prevent virus transmission. Weekly PCR testing is available for staff and students are referred to community health agencies for testing and vaccination. There are protocols for frequent hand washing and hand sanitizing, and hand sanitizing stations are available throughout the campus. Students and staff are required to wear face coverings both inside and outside except while eating. Surgical masks are required for all staff effective 1/2022. Presentations have been created for teachers to share with students monthly on proper hand washing and mask wearing.

When students report feeling symptoms on the daily health and wellness survey, an alert is sent to the school and before the student can return to school, a negative COVID-19 test or a doctor's note is required. If students feel ill at school, they are sent home immediately. If students are exposed to COVID-19 at school, the school closes the classroom for the safety of all students. The school has increased regular school cleaning with **Custodial Support** this year, and also incorporated a deep cleaning protocol for a classroom any time there is an exposure.

As a result of this work and evidence of our success, there has been no school-based transmission prior to Winter Break. Data from the county indicate that the school case rate is lower than other schools in the county. One challenge with the strict exposure protocol has been frustration from parents about finding childcare when a classroom closes.

Continuity of Instruction has been impacted by the classroom exposures, but all students are sent home with independent study packets. The biggest challenge has been parents picking up packets and then students returning the completed packets when they return to the classroom. The school does allow fully vaccinated students to return to campus to complete their schoolwork, and it has been a challenge to find space for them to work while the classroom is closed for cleaning and disinfection.

Clerical Support has been crucial to our efforts at maintaining student and staff health and safety. The office staff at the school collects all health information from families and sends it to the COVID Liaison. Parent Square is used to send out updated health and safety protocols to families and referrals to testing and vaccination locations. The school has been successful at providing clear, consistent communication to families. At the beginning of the school year, some families had technology struggles with completing the daily check in and office staff have been able to help them.

The school prioritized retaining the **Teaching Staff** to maintain smaller class sizes this year to ensure all students receive the support needed after spending over a year in distance learning. The school has been able to retain most of the existing teaching staff despite lower than forecast enrollment and ADA and has successfully maintained smaller class sizes. Even with the additional funding available to retain the teaching staff, staffing has been challenging this year due to teacher resignations from pandemic-related job stress and the teacher shortage.

The school also prioritized providing **Instructional Support** for our teachers by providing an Instructional Coach. The school was able to hire an instructional coach, but due to regular classroom teacher resignations, the coach has spent most of the time supporting students in the classroom without a permanent teacher instead of coaching teachers.

Nutrition Consultants have helped the school streamline the food service program and ensure students receive nutritious meals each day. The meals are in compliance with the national school food standards and provided by a high-quality food services provider partner. The school provides all students a hot breakfast and lunch. Due to supply chain and increased prices, the food service provider has shared that they will need to raise the prices they charge the schools, which may be a challenge down the road.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Voices is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. Based on our annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports. The ESSER III expenditure plan provides additional supports to address learning loss for students with Teaching Staff and Instructional Support that supplement the related LCAP actions (Goal 2, Action 4, p. 51; Goal 4, Action 3, p. 59).

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized in the LCAP this year. The ESSER III expenditure plan COVID Liaison, Clerical Support, and Custodial Support actions supplement the Facility Maintenance action (Goal 3, Action 5, p. 57) previously outlined in the LCAP. The ESSER III expenditure plan provides additional support for student well-being with the Nutritional Coaching action. This action is aligned to the LCAP, Goal 3 “Voices will maintain an engaging, positive, and safe school culture and environment for students and families so that they participate fully in student learning and the school community.” Students need appropriate nutrition in order to learn.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/reliefunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

LCAP Mid-Year Update

Voices College-Bound Language Academies
January 28, 2022



Agenda

- 1. Overview of Requirements**
- 2. Updated Budget Overviews for Parents and LCAP Actions Expenditures**
- 3. 2021 LCAP Implementation and Outcomes Progress**
- 4. Educational Partner Input**



Local Control Accountability Plan (LCAP)

What is it?

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures.

Focus Area

Explaining how additional funds for higher need student groups (*Low Income, English Learner, and Foster Youth*) are utilized.

LCAP Components 2022-23

1. LCAP Supplement describing how additional funds are being utilized
2. Mid-Year 2021 Annual Update Board Presentation
 - LCAP Supplement
 - Outcomes
 - LCFF Financial Expenditures YTD
 - LCAP Actions Implementation Update

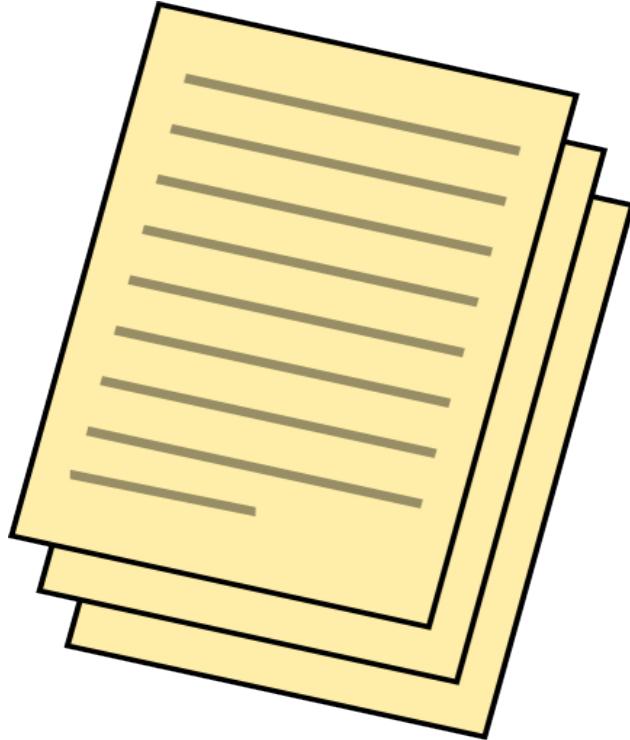
One-time addition to LCAP for this year

3. 2022 LCAP

- Budget Overview for Parents
- Highlights, Successes and Needs, Education Partner Engagement
- 2021-22 Annual Update Actions and Expenditures
- 2022-23 Goals, Outcomes, Actions, Expenditures
- Increased and Improved Services Requirement

Traditional LCAP Components

One-time Supplement to the LCAP



The Supplement is a one-time mid-year report to the local governing board and educational partners related to engagement on, and implementation of, the actions associated with the additional state and federal funding received to support recovery from COVID-19 and address the impact of lost instructional time.

Updated Budget Overview for Parents and

Expenditures

**A concise summary of revenues
and expenditures for this year.**

Flagship Updated Budget Overview for Parents as of 10/30/21

Budgetary Impact of 2021 Budget Act on 2021-22 Adopted Budget			
Budget Item	Projected 21-22 Budget Amount	Actual 21-22 Budget Amount	Difference
Total LCFF funds	\$ 4,416,096	\$ 4,168,561	\$ (247,535)
LCFF supplemental and concentration grants	\$ 944,581	\$ 892,949	\$ (51,632)
All other state funds	\$ 853,896	\$ 923,558	\$ 69,662
All local funds	\$ 57,986	\$ 72,134	\$ 14,148
All federal funds	\$ 1,220,713	\$ 924,794	\$ (295,919)
Total projected revenue	\$ 6,548,691	\$ 6,089,047	\$ (459,644)
Total budgeted general fund expenditures	\$ 6,385,950	\$ 5,902,349	\$ (483,601)

Flagship Expenditures by LCAP Goal as of 10/31/21

2021-22 LCAP Supplement Mid-Year Expenditures Summary

For the Period July 1, 2021 - October 30, 2021

LCAP Goal #	Total 2021-22 LCAP Planned Expenditures (A)	Total LCAP Mid-Year Actual Expenditures (YTD July - Dec/Jan) (B)	% of Mid-Year Expenditures to Planned (Budgeted) Expenditures (B) / (A)	% Planned Expenditures Remaining
1	113,056	2,000	2%	98%
2	861,607	212,552	25%	75%
3	838,200	182,363	22%	78%
4	1,553,069	541,094	35%	65%
Grand Total	3,365,932	938,009		

2021-22 LCAP Mid-Year Contributing Expenditures Summary

For the Period July 1, 2021 - October 30, 2021

Contributing Action (Y/N)	Total 2021-22 LCAP Planned Expenditures (A)	Total 2021-22 LCAP Mid-Year Actual Expenditures (YTD July - Dec/Jan) (B)	% of Mid-Year Expenditures to Planned (Budgeted) Expenditures (B) / (A)	% Planned Expenditures Remaining
N	1,226,403	285,278	23%	77%
Y	2,139,529	652,731	31%	69%
Grand Total	3,365,932	938,009		

Morgan Hill Updated Budget Overview for Parents as of 10/31/2021

Budgetary Impact of 2021 Budget Act on 2021-22 Adopted Budget			
Budget Item	Projected 21-22 Budget Amount	Actual 21-22 Budget Amount	Difference
Total LCFF funds	\$ 4,055,665	\$ 3,752,043	\$(303,622)
LCFF supplemental and concentration grants	\$ 579,301	\$ 535,767	\$ (43,534)
All other state funds	\$ 1,055,124	\$ 1,055,740	\$ 616
All local funds	\$ 63,375	\$ 60,673	\$ (2,702)
All federal funds	\$ 1,008,863	\$ 1,052,105	\$ 43,242
Total projected revenue	\$ 6,183,027	\$ 5,920,561	\$(262,466)
Total budgeted general fund expenditures	\$ 6,080,279	\$ 5,890,632	\$(189,647)

Morgan Hill Expenditures by LCAP Goal

2021-22 LCAP Supplement Mid-Year Expenditures Summary

For the Period July 1, 2021 - October 30, 2021

LCAP Goal #	Total 2021-22 LCAP Planned Expenditures (A)	Total LCAP Mid-Year Actual Expenditures (YTD July - Dec/Jan) (B)	% of Mid-Year Expenditures to Planned (Budgeted) Expenditures (B) / (A)	% Planned Expenditures Remaining
1	10,176	2,000	20%	80%
2	629,163	140,398	22%	78%
3	1,838,298	334,807	18%	82%
4	1,265,359	402,424	32%	68%
Grand Total	3,742,996	879,629		

2021-22 LCAP Mid-Year Contributing Expenditures Summary

For the Period July 1, 2021 - October 30, 2021

Contributing Action (Y/N)	Total 2021-22 LCAP Planned Expenditures (A)	Total 2021-22 LCAP Mid-Year Actual Expenditures (YTD July - Dec/Jan) (B)	% of Mid-Year Expenditures to Planned (Budgeted) Expenditures (B) / (A)	% Planned Expenditures Remaining
N	3,026,937	771,256	25%	75%
Y	716,059	108,373	15%	85%
Grand Total	3,742,996	879,629		

Mount Pleasant Updated Budget Overview for Parents as of 10/31/2021

Budgetary Impact of 2021 Budget Act on 2021-22 Adopted Budget			
Budget Item	Projected 21-22 Budget Amount	Actual 21-22 Budget Amount	Difference
Total LCFF funds	\$ 3,795,757	\$ 3,517,750	\$ (278,007)
LCFF supplemental and concentration grants	\$ 808,700	\$ 751,321	\$ (57,379)
All other state funds	\$ 935,717	\$ 943,265	\$ 7,548
All local funds	\$ 56,945	\$ 30,013	\$ (26,932)
All federal funds	\$ 802,634	\$ 797,572	\$ (5,062)
Total projected revenue	\$ 5,591,053	\$ 5,288,600	\$ (302,453)
Total budgeted general fund expenditures	\$ 5,497,271	\$ 5,364,236	\$ (133,035)

Mount Pleasant Expenditures by LCAP Goal

Voices Mount Pleasant

2021-22 LCAP Supplement Mid-Year Expenditures Summary

For the Period July 1, 2021 - October 30, 2021

LCAP Goal #	Total 2021-22 LCAP Planned Expenditures (A)	Total LCAP Mid-Year Actual Expenditures (YTD July - Dec/Jan) (B)	% of Mid-Year Expenditures to Planned (Budgeted) Expenditures (B) / (A)	% Planned Expenditures Remaining
1	10,507	2,000	19%	81%
2	679,310	137,328	20%	80%
3	1,234,695	417,117	34%	66%
4	1,233,979	397,380	32%	68%
Grand Total	3,158,491	953,825		

2021-22 LCAP Mid-Year Contributing Expenditures Summary

For the Period July 1, 2021 - October 30, 2021

Contributing Action (Y/N)	Total 2021-22 LCAP Planned Expenditures (A)	Total 2021-22 LCAP Mid-Year Actual Expenditures (YTD July - Dec/Jan) (B)	% of Mid-Year Expenditures to Planned (Budgeted) Expenditures (B) / (A)	% Planned Expenditures Remaining
N	1,541,351	470,097	30%	70%
Y	1,617,140	483,728	30%	70%
Grand Total	3,158,491	953,825		

West Contra Costa County Updated Budget Overview for Parents as of 10/31/2021

Budgetary Impact of 2021 Budget Act on 2021-22 Adopted Budget			
Budget Item	Projected 21-22 Budget Amount	Actual 21-22 Budget Amount	Difference
Total LCFF funds	\$ 2,611,843	\$ 2,445,685	\$ (166,158)
LCFF supplemental and concentration grants	\$ 537,898	\$ 503,895	\$ (34,003)
All other state funds	\$ 641,078	\$ 669,220	\$ 28,142
All local funds	\$ 100,500	\$ 95,910	\$ (4,590)
All federal funds	\$ 725,625	\$ 674,644	\$ (50,981)
Total projected revenue	\$ 4,079,046	\$ 3,885,459	\$ (193,587)
Total budgeted general fund expenditures	\$ 3,977,517	\$ 3,797,315	\$ (180,202)

West Contra Costa Expenditures by LCAP Goal

Voices West Contra Costa County

2021-22 LCAP Supplement Mid-Year Expenditures Summary

For the Period July 1, 2021 - October 30, 2021

LCAP Goal #	Total 2021-22 LCAP Planned Expenditures (A)	Total LCAP Mid-Year Actual Expenditures (YTD July - Dec/Jan) (B)	% of Mid-Year Expenditures to Planned (Budgeted) Expenditures (B) / (A)	% Planned Expenditures Remaining
1	8,192	2,000	24%	76%
2	662,377	88,174	13%	87%
3	816,505	206,150	25%	75%
4	830,526	270,821	33%	67%
Grand Total	2,317,600	567,145		

Voices West Contra Costa County

2021-22 LCAP Mid-Year Contributing Expenditures Summary

For the Period July 1, 2021 - October 30, 2021

Contributing Action (Y/N)	Total 2021-22 LCAP Planned Expenditures (A)	Total 2021-22 LCAP Mid-Year Actual Expenditures (YTD July - Dec/Jan) (B)	% of Mid-Year Expenditures to Planned (Budgeted) Expenditures (B) / (A)	% Planned Expenditures Remaining
N	1,086,827	218,691	20%	80%
Y	1,230,773	348,454	28%	72%
Grand Total	2,317,600	567,145		

Stockton Updated Budget Overview for Parents as of 10/31/2021

Budgetary Impact of 2021 Budget Act on 2021-22 Adopted Budget			
Budget Item	Projected 21-22 Budget Amount	Actual 21-22 Budget Amount	Difference
Total LCFF funds	\$ 815,234	\$ 871,100	\$ 55,866
LCFF supplemental and concentration grants	\$ 187,174	\$ 200,528	\$ 13,354
All other state funds	\$ 163,301	\$ 176,198	\$ 12,897
All local funds	\$ 692,920	\$ 693,289	\$ 369
All federal funds	\$ 57,135	\$ 60,726	\$ 3,591
Total projected revenue	\$1,728,590	\$1,801,313	\$ 72,723
Total budgeted general fund expenditures	\$1,723,455	\$1,676,970	\$ (46,485)

Stockton Expenditures by LCAP Goal

2021-22 LCAP Supplement Mid-Year Expenditures Summary

For the Period July 1, 2021 - October 30, 2021

LCAP Goal #	Total 2021-22 LCAP Planned Expenditures (A)	Total LCAP Mid-Year Actual Expenditures (YTD July - Dec/Jan) (B)	% of Mid-Year Expenditures to Planned (Budgeted) Expenditures (B) / (A)	% Planned Expenditures Remaining
1	5,300	3,300	62%	38%
2	282,033	56,051	20%	80%
3	55,814	16,524	30%	70%
4	328,170	146,226	45%	55%
Grand Total	671,317	222,101		

Voices Stockton

2021-22 LCAP Mid-Year Contributing Expenditures Summary

For the Period July 1, 2021 - October 30, 2021

Contributing Action (Y/N)	Total 2021-22 LCAP Planned Expenditures (A)	Total 2021-22 LCAP Mid-Year Actual Expenditures (YTD July - Dec/Jan) (B)	% of Mid-Year Expenditures to Planned (Budgeted) Expenditures (B) / (A)	% Planned Expenditures Remaining
N	141,276	44,758	32%	68%
Y	530,041	177,343	33%	67%
Grand Total	671,317	222,101		

LCAP Actions Implementation and Outcomes Update

Goal 1: English Learner Academic Achievement

LCAP Actions Mid-Year Implementation Update

2021-22 Action/Service Title	VOICES FLAGSHIP	VOICES MORGAN HILL	VOICES MOUNT PLEASANT	VOICES WEST CONTRA COSTA	VOICES STOCKTON	
Systematic ELD and SIOP Teacher Training	★	★	★	★	★	
ELD Coordinator	★	N/A	N/A	N/A	N/A	
ELPAC Administration	★	★	★	★	★	

★	In Progress
★	Not Started

Goal 1: English Learner Academic Achievement

LCAP Actions Mid-Year Outcomes Update

	Flagship	Morgan Hill	Mount Pleasant	West Contra Costa County	Stockton
2020-21 ELPAC - % of students scoring at Level 3 & 4	48%	43%	48%	40%	0.0%
2020-21 English Learner Reclassification Rate	1.4%	0.0%	0.0%	0.9%	0.0%

Goal 2: Academic Achievement

LCAP Actions Mid-Year Implementation Update

2021-22 LCAP Goal #	2021-22 LCAP Action #	2021-22 Action/Service Title	VOICES FLAGSHIP	VOICES MORGAN HILL	VOICES MOUNT PLEASANT	VOICES WEST CONTRA COSTA	VOICES STOCKTON
2	1	Benchmark Assessments Licenses and Screeners	★	★	★	★	★
2	2	Standards Aligned Core Curriculum	★	★	★	★	★
2	3	Staff Coaching Support	★	★	★	★	★
2	4	Associate teachers in grades K-4	★	★	★	★	★
2	5	Technology and programs for adaptive intervention programs	★	★	★	★	★
2	6	Formative Assessment Programs	★	★	★	★	★
2	7	Student Services Manager	★	N/A	★	★	N/A
2	8	LAS Links administration	★	★	★	★	★

	In Progress
	Not Started

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Goal 2: Academic Achievement

LCAP Actions Mid-Year Outcomes Update

	Flagship	Morgan Hill	Mount Pleasant	West Contra Costa County	Stockton
% of teachers receiving academic content and performance standards professional development	100%	100%	100%	100%	100%
% of students with access to standards-aligned materials	100%	100%	100%	100%	100%

Goal 3: Positive and Safe School Climate

LCAP Actions Mid-Year Implementation Update

2021-22 LCAP Goal #	2021-22 LCAP Action #	2021-22 Action/Service Title	VOICES FLAGSHIP	VOICES MORGAN HILL	VOICES MOUNT PLEASANT	VOICES WEST CONTRA COSTA	VOICES STOCKTON
3	1	Middle School Engagement	★	★	★	N/A	N/A
3	2	Dean of Culture	★	★	★	★	N/A
3	3	Enrichment Activities and Advisory Curriculum	★	★	★	★	★
3	4	Engaging Supplemental Technology	★	★	★	★	N/A
3	5	Facility Maintenance	★	★	★	★	N/A
3	6	Admin Support Staff	★	★	★	★	N/A
3	1	Parent Liaison	N/A	N/A	N/A	N/A	★

	In Progress
	Not Started

Goal 3: Positive and Safe School Climate

LCAP Actions Mid-Year Outcomes Update

	Flagship	Morgan Hill	Mount Pleasant	West Contra Costa County	Stockton
Attendance Rate (P-1)	93%	90%	90%	87%	83%
% of students enrolled in a broad course of study	100%	100%	100%	100%	100%

Goal 4: Retain High-Quality Teachers

LCAP Actions Mid-Year Implementation Update

2021-22 LCAP Goal #	2021-22 LCAP Action #	2021-22 Action/Service Title	VOICES FLAGSHIP	VOICES MORGAN HILL	VOICES MOUNT PLEASANT	VOICES WEST CONTRA COSTA	VOICES STOCKTON
4	1	Induction Program	★	★	★	★	★
4	2	Credential Monitoring	★	★	★	★	N/A
4	3	Highly Qualified teachers	★	★	★	★	★
4	4	Summer Professional Development	★	★	★	★	★
4	5	School Leader Training	★	★	★	★	★

★	In Progress
☆	Not Started

Goal 4: Retain High-Quality Teachers

LCAP Actions Mid-Year Outcomes Update

	Flagship	Morgan Hill	Mount Pleasant	West Contra Costa County	Stockton
% of eligible teachers completing induction program	100%	100%	100%	100%	100%
% of teachers with appropriate permit or credential	100%	100%	100%	100%	100%

Input

Strengths	
Needs	
Suggestions	
Feedback on Use of Funding	

Thank you for working together to review our progress towards meeting our LCAP goals!