Voices College-Bound Language Academies

Board Meeting

Date and Time

Thursday March 2, 2023 at 3:30 PM PST

Location

6840 Via Del Oro #160
San Jose, CA 95119

Alternate teleconference locations:
10901 W. 120th Ave, Suite 450, Broomfield, CO 80021
5168 Summerhill Dr, Oceanside, CA 92057
715 Hellyer Ave. SJ, CA 95111
14271 Story Rd. SJ, CA 95127
201 28th St. Richmond, CA 94804
321 East Weber Ave. Stockton, CA 95202
17720 Peak Ave. Morgan Hill, CA 95037

Instructions For Presentations To The Board By Parents and Citizens
PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
SUBMIT PUBLIC COMMENT: http://bit.ly/voices-public-comment
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.

Public comments will be accepted prior to, and during the board meeting, subject to limitations discussed here. Comments may be read in the order received and will be accepted up to the point each agenda item is heard, acted upon or when the Board President has completed the call for public comment on that agenda item. Comments submitted during the board meeting but after the agenda item has been called for a vote, or has already been completed will not be read publicly, but may be entered into the record.
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.

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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.
5. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
6. All time duration are estimates and may run shorter or longer.

Note:
SPANISH TRANSLATION: If you need Spanish audio translation in order to access the Voices Board meeting, please send a request to info@voicescharterschool.com or call Lizzette Ramirez at (408) 791-1609 Ex 1052 at least 24 hours before the start of the meeting. If you would like to make a public comment in Spanish and would like us to translate to English for the Board, please send a request to info@voicescharterschool.com or call Lizzette Ramirez at (408) 791-1609 Ex 1052 at least 24 hours before the start of the meeting.

Si necesita traducción de audio al español para acceder a la reunión de la Mesa Directiva de Voices, envíe una solicitud a info@voicescharterschool.com o llame a Lizzette Ramirez a (408) 791-1609 Ex 1052 por lo menos 24 horas antes del inicio de la reunión. Si desea hacer un comentario público en español y desea que lo traduzcamos al inglés para la Mesa Directiva, envíe una solicitud a info@voicescharterschool.com o llame a Lizzette Ramirez a (408) 791-1609 Ex 1052 por lo menos 24 horas antes del inicio de la reunión.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**3:30 PM**
	Opening Items			
A.	Record Attendance and Guests		Servando Sandoval	
B.	Call the Meeting to Order		Servando Sandoval	
C.	Approve Order of Agenda	Vote	Servando Sandoval	
D.	Public Comment (on items not on the Agenda) **PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD** **SUBMIT PUBLIC COMMENT**: http://bit.ly/voices-public-comment 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.			
E.	Approve New Board Member	Vote		
II.	**Consent Agenda**			
A.	Approve Minutes Approve minutes for Board Meeting on December 1, 2022	Approve Minutes		
B.	Approve Auditor Selection	Vote		
C.	Approve SARC for Voices Flagship, Mt. Pleasant, Morgan Hill, West Contra Costa, and Stockton	Vote		
III.	**Board Business**			
A.	Extended Learning Opportunities (ELO) Program Presentation Board presentation of Voices ELO Program	FYI		

		Purpose	Presenter	Time
B.	ELO Plan Approval for Voices FS, WCC, ST, MH, and MP	Vote		
C.	Renewal Process	FYI		
D.	DOE Grant Evaluation Presentation	FYI		
E.	Committee Updates	FYI		
F.	Approve 22-23 Second Interim Financials for Voices FS, WCC, ST, MH, MP	Vote		
G.	Approve TK Teacher Assignments Policy, Board Resolution and Staff Waivers (2) -Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes	Vote		

IV. Closed Session

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

B. Anticipated Litigation (Pursuant to Gov. Code § 54956.9(d)(2) or (3)

V. Reconvene Open Session

Report on action taken in closed session

VI. Closing Items

A.	Adjourn Meeting	Vote	Servando Sandoval	

Coversheet

Approve Minutes

Section: II. Consent Agenda
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on December 1, 2022

APPROVED

Voices College-Bound Language Academies

Minutes

Board Meeting

Date and Time
Thursday December 1, 2022 at 3:30 PM

Instructions For Presentations To The Board By Parents and Citizens
PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
SUBMIT PUBLIC COMMENT: http://bit.ly/voices-public-comment
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Directors Present
A. Miller (remote), I. Connell (remote), J. Nguyen (remote), P. Carreño (remote), S. Sandoval (remote)

Directors Absent
K. Wisckol, W. Plasencia

Directors who arrived after the meeting opened

S. Sandoval

Non Voting Members Present
F. Teso (remote)

Guests Present
D. Koren (remote), L. Ramirez (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

A. Miller called a meeting of the board of directors of Voices College-Bound Language Academies to order on Thursday Dec 1, 2022 at 3:36 PM.

C. Board findings pursuant to Government Code Section 54953(e)

A. Miller made a motion to board findings pursuant to Government Code Section 54953(e).
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Aye
S. Sandoval	Absent
I. Connell	Aye
W. Plasencia	Absent
J. Nguyen	Aye
K. Wisckol	Absent
P. Carreño	Aye

D. Approve Order of Agenda

A. Miller made a motion to approve order of agenda and remove ELO Plan.
P. Carreño seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

W. Plasencia	Absent
S. Sandoval	Absent
P. Carreño	Aye
J. Nguyen	Aye
I. Connell	Aye
K. Wisckol	Absent
A. Miller	Aye

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

No public comments.

II. Consent Agenda

A. Approve Minutes

A. Miller made a motion to approve the minutes from Board Meeting on 10-17-22.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

I. Connell	Aye
S. Sandoval	Absent
K. Wisckol	Absent
A. Miller	Aye
P. Carreño	Aye
J. Nguyen	Aye
W. Plasencia	Absent

B. Approve 401K Hardship Resolution

A. Miller made a motion to approve 401K hardship resolution.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

W. Plasencia	Absent
P. Carreño	Aye
S. Sandoval	Absent
J. Nguyen	Aye
I. Connell	Aye
K. Wisckol	Absent
A. Miller	Aye

C. Retirement Plan Amendment

A. Miller made a motion to approve retirement plan amendment.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

W. Plasencia	Absent
P. Carreño	Aye
J. Nguyen	Aye
K. Wisckol	Absent
I. Connell	Aye

Roll Call

A. Miller	Aye
S. Sandoval	Absent

D. Sabbatical Policy

A. Miller made a motion to sabbatical policy.
I. Connell seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

P. Carreño	Aye
J. Nguyen	Aye
K. Wisckol	Absent
A. Miller	Aye
S. Sandoval	Absent
W. Plasencia	Absent
I. Connell	Aye

III. Board Business

A. Committee Updates

Finance committee presented updates.

B. Accept the 2021-22 Audit Report

A. Miller made a motion to amend and accept audit committee suggestion.
J. Nguyen seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Aye
S. Sandoval	Absent
K. Wisckol	Absent
P. Carreño	Aye
I. Connell	Aye
W. Plasencia	Absent
J. Nguyen	Aye

C. Approve 22-23 First Interim Financials for Voices FS, WCC, ST, MH, MP

I. Connell made a motion to approve 22-23 first interim financials for Voices FS, WCC, ST, MH & MP.
P. Carreño seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

I. Connell	Aye

Roll Call

W. Plasencia	Absent
J. Nguyen	Aye
A. Miller	Aye
S. Sandoval	Absent
K. Wisckol	Absent
P. Carreño	Aye

IV. Closed Session

A. Public Employee Performance Evaluation- CEO (Pursuant to Gov. Code Section 54957(b)(1).) Anticipated Litigation (Pursuant to Gov. Code § 54956.9(d)(2) or (3)

S. Sandoval arrived at 4:16 PM.

V. Reconvene Open Session

A. Reconvene

Reconvene at 6:10 pm.
No action taken.

VI. Closing Items

A. Adjourn Meeting

S. Sandoval made a motion to adjourn meeting.
A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

S. Sandoval	Aye
W. Plasencia	Absent
A. Miller	Aye
I. Connell	Aye
P. Carreño	Aye
J. Nguyen	Aye
K. Wisckol	Absent

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:11 PM.

Respectfully Submitted,
L. Ramirez

Coversheet

Approve Auditor Selection

Section: II. Consent Agenda
Item: B. Approve Auditor Selection
Purpose: Vote
Submitted by:
Related Material: Statement of Work - Audit Services.pdf



CliftonLarsonAllen LLP
https://www.claconnect.com

Statement of Work - Audit Services

February 6, 2023

This document constitutes a statement of work ("SOW") under the master service agreement ("MSA") dated February 6, 2023, or superseding MSA, made by and between CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") and Voices College-Bound Language Academies ("you," "your," or "the entity"). We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services CLA will provide for the entity as of and for the year ended June 30, 2023.

Wade McMullen is responsible for the performance of the audit engagement. Per Education Code Section 41020(f)(2), there is a limit of six consecutive years for any firm where the principal of the audit and the reviewing principal have been the same in each of those years. This is the second consecutive year Wade McMullen will be the engagement principal.

Scope of audit services
We will audit the financial statements of Voices College-Bound Language Academies, which comprise the financial statements identified below, and the related notes to the financial statements (collectively, the “financial statements”).

The statement of financial position as of June 30, 2023, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

We will also evaluate and report on the presentation of the following supplementary information accompanying the financial statements in relation to the financial statements as a whole:

Schedule of expenditures of federal awards

Schedule of Instructional Time

Schedule of Average Daily Attendance

Reconciliation of Annual Financial Report With Audited Financial Statements

The following supplementary information accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements and our auditors' report will not provide an opinion or any assurance on that information:

Local Education Agency Organization Structure

Nonaudit services
We will also provide the following nonaudit services:

· Preparation of your financial statements and the related notes.

· Preparation of the supplementary information.

· Preparation of adjusting journal entries, as needed.

· Preparation of the informational tax returns.

· Data Collection Form

Audit objectives
The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Our audit will be conducted in accordance with U.S. GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; 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 require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express opinions and render the required reports.

We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

The objectives of our audit also include:

- Reporting on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.

- Reporting on internal control over compliance related to major programs and expressing an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the 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 entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the 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 the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We will issue written reports upon completion of our audit of your financial statements and compliance with requirements applicable to major programs.

Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinions on the financial statements or compliance are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements or material noncompliance caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements or an opinion on compliance, we retain the right to take any course of action permitted by professional standards, including declining to express opinions or issue reports, or withdrawing from the engagement.

We also will issue a written report on state compliance upon completion of our audit.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS, the standards for financial audits contained in *Government Auditing Standards*, and the Uniform Guidance.

Those standards require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

• Identify and assess the risks of material misstatement of the financial statements and material noncompliance, whether due to fraud or error, design and perform audit procedures responsive to those risks, and evaluate whether audit evidence obtained is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement or a material noncompliance resulting from

fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

• Obtain an understanding of internal control relevant to the audit 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 entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

• Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

• Conclude, based on our evaluation of audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity’s ability to continue as a going concern for a reasonable period of time.

Although our audit planning has not been concluded and modifications may be made, we have identified the following significant risk(s) of material misstatement as part of our audit planning:

• Override of Management Controls

• Revenue Recognition

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements or noncompliance may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, Government Auditing Standards, and the Uniform Guidance. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of waste and abuse is subjective, Government Auditing Standards do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a single audit.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to

preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, Government Auditing Standards, and the Uniform Guidance.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to Government Auditing Standards.

We will include in our report on internal control over financial reporting and on compliance relevant information about any identified or suspected instances of fraud and any identified or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements that may have occurred that are required to be communicated under Government Auditing Standards.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards that may have a direct and material effect on each of the entity's major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the "OMB Compliance Supplement" for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of these procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

We will evaluate the presentation of the schedule of expenditures of federal awards accompanying the financial statements in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the schedule to determine whether the information complies with U.S. GAAP and the Uniform Guidance, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the schedule to the underlying accounting records and other records used to prepare the financial statements or to the financial statements themselves.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements and the schedule of expenditures of federal awards in accordance with U.S. GAAP. Management is also responsible for identifying all federal awards received, understanding and complying with the compliance requirements, and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the requirements of the Uniform Guidance.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs. Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are responsible for the design, implementation, and maintenance of effective internal control, including internal control over compliance, relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met; and that there is reasonable assurance that government programs are administered in compliance with compliance requirements.

You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for

implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered.

You are responsible for taking timely and appropriate steps to remedy any fraud; noncompliance with provisions of laws, regulations, contracts, or grant agreements; or abuse that we may report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings; and to follow up and take prompt corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. The summary schedule of prior audit findings should be available for our review.

You are responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers), and for ensuring management information and financial information is reliable and properly reported; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for the preparation and fair presentation of other supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's operations, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

Use of financial statements

Should you decide to include or incorporate by reference these financial statements and our auditors' report(s) thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to re-issue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will re-issue our report or provide consent for the use of our report only after we have performed the procedures we consider

necessary in the circumstances. If we decide to re-issue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to re-issue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials and we will receive a complete set of final documents. If we decide not to re-issue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

> CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we expect to need for our audit and the dates required will be provided in a separate communication.

At the conclusion of the engagement, we will complete the auditor sections of the electronic Data Collection Form SF-SAC and perform the steps to certify the Form SF-SAC and single audit reporting package. It is management's responsibility to complete the auditee sections of the Data Collection Form. We will create the single audit reporting package PDF file for submission; however, it is management's responsibility to review for completeness and accuracy and electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be electronically submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine

months after the end of the audit period.

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing confidential or sensitive information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the sole and exclusive property of CLA and constitutes confidential and proprietary information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to California Department of Education, California State Controllers Office, and authorizer(s), or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of CLA personnel. Furthermore, upon request, we may provide copies or electronic versions of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the California Department of Education, California State Controllers Office, and authorizer(s). If we are aware that a federal or state awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be responsible for any additional costs incurred to perform these procedures.

Our audit engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific SOW for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Fees

Our professional fees are detailed in the table below. We will also bill for expenses (including travel, internal and administrative charges) plus a technology and client support fee of five percent (5%) of all professional fees billed. This estimate is based on anticipated cooperation from your personnel and their assistance with locating requested documents and preparing requested schedules. If the requested items are not available on the dates required or are not accurate, the fees and expenses will likely be higher. Our

invoices, including applicable state and local taxes, will be rendered each month as work progresses and are payable on presentation. There is a ten percent withholding clause per Education Code 14505.

Service	Professional Fee
Audit services	$26,500
Informational tax returns	$3,000
LLC Tax Services	$1,600
Data Collection Form	$1,050
Technology and client support fee	$1,600
Total	$33,750

Additional state compliance procedures related to changes to the *2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will be billed as out-of-scope.

Unexpected circumstances
We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate.

Changes in accounting and audit standards
Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in the SOW increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Agreement
We appreciate the opportunity to provide to you the services described in this SOW under the MSA and believe this SOW accurately summarizes the significant terms of our audit engagement. This SOW and the MSA constitute the entire agreement regarding these services and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and CLA related to audit services. If you have any questions, please let us know. Please sign, date, and return this SOW to us to indicate your acknowledgment and understanding of, and agreement with, the arrangements for our audit of your financial statements including the terms of our engagement and the parties' respective responsibilities.

Sincerely,

CliftonLarsonAllen LLP

Response:
This letter correctly sets forth the understanding of Voices College-Bound Language Academies.

CLA
CliftonLarsonAllen LLP

Wade McMullen

McMullen, Wade, Prinicpal

Client
Voices College-Bound Language Academies

SIGN:

Frances Teso, Executive Director

DATE:

Coversheet

Approve SARC for Voices Flagship, Mt. Pleasant, Morgan Hill, West Contra Costa, and Stockton

Section: II. Consent Agenda
Item: C. Approve SARC for Voices Flagship, Mt. Pleasant, Morgan Hill, West Contra Costa, and Stockton
Purpose: Vote
Submitted by:
Related Material: MP SARC 21-22 (Spanish).pdf
MP SARC 21-22.pdf
FM SARC 21-22 (Spanish).pdf
Flagship SARC 21-22.docx
MH SARC 21-22.pdf
MH SARC 21-22 (Spanish).pdf
STK SARC 21-22.pdf
WCC SARC 21-22 (Spanish).pdf
WCC SARC 21-22.pdf
STK SARC 21-22 (Spanish).pdf

Academia de idiomas Voices College-Bound en Mt. Pleasant

Informe de responsabilidad escolar 2021–22

Reportado utilizando datos del año escolar 2021–22

Departamento de Educación de California

Dirección:	14271 historia Rd. San José, CA, 95127-3823	**Director de escuela:**	cristina deberry
Teléfono:	408-571-6404	**Rango de grado:**	

Para el 1 de febrero de cada año, la ley estatal requiere que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Bajo la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Responsabilidad y Control Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser consistentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a los informes del año anterior, consulte la página web del SARC del Departamento de Educación de California (CDE) en https://www.cde.ca.gov/ta/ac/sa/ .
- Para obtener más información sobre LCFF o LCAP, consulte la página web de CDE LCFF en https://www.cde.ca.gov/fg/aa/lc/ .
- Para obtener información adicional sobre la escuela, los padres/tutores y los miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en https://dq.cde.ca.gov/dataquest/ que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (p. ej., datos de exámenes, matriculación, graduados de la escuela secundaria, abandonos, matriculación en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Tablero de la escuela de California

El Tablero Escolar de California (Tablero) https://www.caschooldashboard.org/ refleja el nuevo sistema de rendición de cuentas y mejora continua de California y proporciona información sobre cómo las LEA y las escuelas satisfacen las necesidades de la diversa población estudiantil de California. El Tablero contiene informes que muestran el desempeño de LEA, escuelas y grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar fortalezas, desafíos y áreas que necesitan mejorar.

Acceso a Internet

El acceso a Internet está disponible en las bibliotecas públicas y otros lugares que son de acceso público (por ejemplo, la Biblioteca del Estado de California). El acceso a Internet en bibliotecas y lugares públicos generalmente se brinda por orden de llegada. Otras restricciones de uso pueden incluir las horas de operación, la cantidad de tiempo que se puede usar una estación de trabajo (dependiendo de la disponibilidad), los tipos de programas de software disponibles en una estación de trabajo y la capacidad de imprimir documentos.

Acerca de esta escuela

cristina deberry

Directora, Academia de idiomas Voices College-Bound Language en Mt. Pleasant

Acerca de nuestra escuela



¡Hemos comenzado nuestro noveno año en Voices Academy Mount Pleasant y estamos muy emocionados! Este año estamos aprendiendo y creciendo juntos cada día. Nuestro personal, estudiantes y familias tienen numerosas oportunidades para crecer a través de PD, cursos y talleres que se ofrecen en el sitio escolar, y también continúan aumentando en número. Recientemente tuvimos nuestro primer concurso anual de Lego dirigido por estudiantes, donde los estudiantes apreciaron poder mostrar su creatividad y habilidades de liderazgo. Después de analizar nuestra última ronda de resultados de evaluación de los estudiantes, nuestra PLC (comunidad de aprendizaje profesional) se comprometió a ofrecer lecciones frecuentes y significativas de matemáticas en grupos pequeños. Los maestros, padres y estudiantes están emocionados de reflexionar sobre el crecimiento y los aprendizajes de nuestras prácticas de matemáticas en grupos pequeños.

Cada año continuamos aumentando nuestras prácticas de enseñanza para asegurarnos de satisfacer las necesidades de los estudiantes y afinar nuestras prácticas de instrucción. Este año nos estamos especializando en grupos pequeños, retroalimentación y manipulativos matemáticos. Contamos con un excelente equipo de maestros que se enorgullecen de ayudar a los estudiantes a lograr sus objetivos de aprendizaje para este año con estas prácticas. También estamos fortaleciendo nuestras habilidades para analizar el trabajo de los estudiantes. Estamos orgullosos de la cultura estudiantil de la escuela que hemos desarrollado y los estudiantes vienen a la escuela entusiasmados por aprender y participar en actividades tales como desafíos y competencias diseñadas para hacer crecer sus Voces Valores fundamentales de Sí Se Puede Actitud, beca, In Lak'ech y Activismo. Estamos emocionados de ver cuánto crecerán el personal y los estudiantes en 2022-2023.

Contacto

Voices College-Bound Language Academy en Mt. Pleasant
14271 Story Rd.
San José, CA 95127-3823

Teléfono: 408-571-6404
Correo electrónico: cdeberry@voicescharterschool.com

Información de contacto (año escolar 2022–23)

Información de contacto del distrito (año escolar 2022–23)

Nombre del distrito	Oficina de Educación del Condado de Santa Clara
Número de teléfono	408-453-6500
Superintendente	Dewan, PhD, Mary Ann
Dirección de correo electrónico	mdewan@sccoe.org
Sitio web	www.sccoe.org

Información de contacto de la escuela (año escolar 2022–23)

Nombre de escuela	Academia de idiomas Voices College-Bound en Mt. Pleasant
Calle	14271 historia Rd.
Código postal	San José, CA, 95127-3823
Número de teléfono	408-571-6404
Director de escuela	cristina deberry
Dirección de correo electrónico	lramirez@voicescharterschool.com
Sitio web	http://www.voicesacademies.org
Código del condado-distrito-escuela (CDS)	43104390132530

Última actualización: 2/2/23

Descripción y misión de la escuela (año escolar 2022–23)

La visión de Voices College-Bound Language Academy en Mount Pleasant nació de la creencia de que todos los niños tienen derecho a una educación excelente. Comenzando con un grupo central de educadores comprometidos con la equidad educativa, diseñamos una escuela donde todos los niños pudieran aprender a altos niveles. Voices Mount Pleasant es una escuela chárter de inmersión lingüística, donde los estudiantes de habla inglesa y española aprenden principalmente en español los primeros años de escuela y luego cambian a inglés en los últimos años, lo que da como resultado estudiantes bilingües que alcanzan altos niveles. Voices College-Bound Language Academy en Mount Pleasant abrió sus puertas en 2015 con los grados K y 1, y ha aumentado un grado cada año escolar y ahora atiende a estudiantes de jardín de infantes a sexto grado. Continuaremos aumentando un nivel de grado cada año hasta que alcancemos nuestra capacidad máxima de octavo grado. ¡Hemos tenido mucho éxito y anticipamos que nuestro éxito prosperará a medida que crezcamos!

Metas:

Las habilidades necesarias en la sociedad del mañana son diferentes de las que tradicionalmente se otorgan a los niños de color en las comunidades escolares desatendidas, y el nivel de competencia requerido es más alto que nunca. Una persona educada en el siglo XXI es bilingüe, tecnológicamente competente, aprendiz de por vida, entusiasta por adquirir nuevos conocimientos y aplicarlos a situaciones novedosas. Él / ella es capaz de tomar decisiones de vida informadas basadas en la conciencia y la comprensión de todas las posibilidades de la vida. Él/Ella es un ciudadano activo en la comunidad que tiene la mente abierta y valora las múltiples perspectivas y la diversidad. Para estar preparados para tener éxito y competir en el futuro, nuestros estudiantes deben adquirir diferentes hábitos mentales, centrados en el pensamiento crítico y la resolución de problemas, y cumplir con expectativas académicas más rigurosas.

Misión:

Voices College-Bound Language Academy en Mount Pleasant preparará a todos los estudiantes para los desafíos de la educación superior a través del contexto de un programa académicamente riguroso de dos idiomas. Además, nos aseguraremos de que los estudiantes demuestren un alto rendimiento académico y apliquen habilidades de pensamiento crítico mientras dan sentido a su papel dentro de su propia cultura y la sociedad en general.

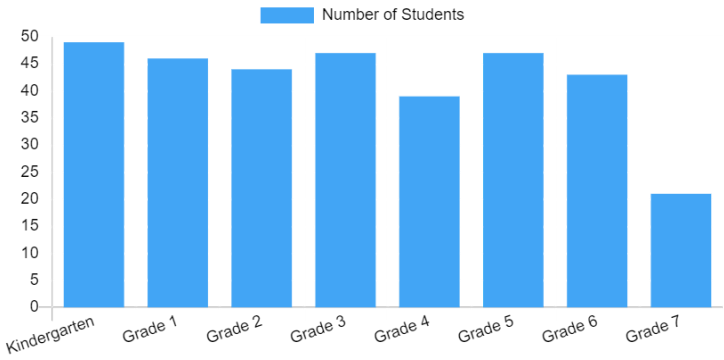
Visión:

Todos los estudiantes que se gradúen de Voices College-Bound Language Academy en Mount Pleasant poseerán el conocimiento, las habilidades y la confianza para tener éxito en cualquier carrera que elijan seguir en la vida al dominar los estándares académicos y desarrollar una comprensión profunda de la materia. Los estudiantes tendrán una mayor conciencia de las infinitas posibilidades para su futuro y podrán pensar críticamente haciendo las preguntas correctas, especialmente cuando se enfrenten al status quo. Con la guía de maestros que se dedican a ser participantes activos en una comunidad profesional solidaria impulsada por el aprendizaje de los estudiantes y padres que trabajan en colaboración con la escuela, los estudiantes tendrán un deseo intrínseco de aprender de por vida y un sentido de responsabilidad social para hacer que su comunidad mejor para los que vienen después de ellos.

Última actualización: 2/2/23

Inscripción de estudiantes por nivel de grado (año escolar 2021–22)

Nivel de grado	Numero de estudiantes
Jardín de infancia	49
Grado 1	46
Grado 2	44
Grado 3	47
Grado 4	39
Grado 5	47
Grado 6	43
Grado 7	21
Matrícula Total	336



El número mínimo de estudiantes no se cumplió en los ejemplos proporcionados. El desarrollo futuro incluirá mensajes en la tabla para explicar cuáles son los mínimos para mostrar datos.

Última actualización: 17/01/23

Inscripción de estudiantes por grupo de estudiantes (año escolar 2021–22)

Grupo de Estudiantes	Porcentaje de inscripción total
Femenino	53,00%
Masculino	47,00%
no binario	0,00%
Indio americano o nativo de Alaska	0,00%
asiático	0,00%
negro o afroamericano	3,00%
filipino	0,00%
hispano o latino	99,00%
Nativo de Hawái o de las islas del Pacífico	0,00%
Dos o mas carreras	3,00%
Blanco	9,00%

Grupo de Estudiantes (Otro)	Porcentaje de inscripción total
Estudiantes de Inglés	55,00%
Jóvenes de crianza	3,00%
Sin hogar	0,00%
Inmigrante	0,00%
Socioeconómicamente desfavorecidos	75,00%
Estudiantes con Discapacidades	10,00%

A. Condiciones de aprendizaje

Prioridad Estatal: Básica

El SARC proporciona la siguiente información relevante para la prioridad estatal: Básica (Prioridad 1):

- Grado en el que los maestros están debidamente asignados y plenamente acreditados en la materia y para los alumnos a los que enseñan;
- Los alumnos tienen acceso a materiales de instrucción alineados con los estándares; y
- Las instalaciones escolares se mantienen en buen estado

Preparación y colocación de maestros (año escolar 2020–21)

Autorización/Asignación	Numero de escuela	Porcentaje escolar	Número de distrito	Distrito Porcentaje	Número de estado	Estado Porcentaje
Totalmente acreditado (preliminar o claro) para la materia y la colocación del estudiante (asignado correctamente)	3.00	23.08	375.30	58.14	228366.10	83.12
Titulares de credenciales de pasantes debidamente asignados	5.00	38.46	48.80	7.56	4205.90	1.53
Maestros sin Credenciales y Asignaciones Incorrectas (“ineficaz” bajo ESSA)	5.00	38.46	101.70	15.76	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	47.10	7.30	12115.80	4.41
Unknown	0.00	0.00	72.50	11.24	18854.30	6.86
Total Teaching Positions	13.00	100.00	645.50	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/27/23

Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/27/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	5.00	
Misassignments	0.00	
Vacant Positions	0.00	

Total Teachers Without Credentials and Misassignments	5.00

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	80.00	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education Navigator August 2019	Yes	0%
Mathematics	Eureka Math Achievement First Math August 2016	Yes	0%
Science	Interactive Science September 2015	Yes	0%
History-Social Science	Social Studies Alive September 2015	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/27/23

School Facility Conditions and Planned Improvements

Voices College-Bound Language Academies at Mount Pleasant makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, we utilized our facilities audit report from CharterSafe. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, restroom facilities, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use.

Last updated: 2/2/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: May 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	Damaged HVAC covers should be repaired or replaced. The source of the water intrusion should be determined and corrective action taken to prevent recurrence.
Interior: Interior Surfaces	Fair	All suspended ceiling tiles should be properly aligned to help ensure they do not drop onto furnishings and/or persons. The carpeting should be repaired or replaced in accordance with the manufacturer's recommendations. The damaged mats should be repaired or replaced. These rugs should be secured at the edges or removed. Repairs should be made to provide a smooth transition from the walkway to the classroom. The nonslip material on the ramps should be repaired or replaced as needed to provide safe traction for pedestrians and wheelchairs that lies fully flat against the surface.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Items should not be stacked to the ceiling; there should be 24 inches of clearance from the ceiling. Stored material should not create a hazard. It should be limited in height and piled, stacked, or racked in a manner designed to prevent it from tipping, falling, collapsing, rolling, or spreading. Racks, bins, planks, sleepers, bars, strips, blocks, and sheets should be used where necessary to make the storage arrangements stable.
Electrical: Electrical	Fair	All stored materials and/or furnishings around and over electric panelboard cabinets and/or switchboards should be removed to ensure their locations are clearly visible. A clearance of 36 inches should be maintained horizontally around electric panelboard cabinets and/or switchboards. The area between the floor to a height of 30 inches above electric panelboard cabinets and/or switchboards should be kept clear of obstructions. The damaged receptacles should be inspected and replaced if necessary. The circuit should be de- energized and locked out until repairs are made. All missing and/or damaged electric outlet wallplates should be repaired and/or replaced. Wallplates and switch covers should be replaced prior to leaving a repair worksite.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Poor	The fire extinguishers should be inspected on a monthly basis to ensure they are properly mounted, the seals and pull pins are still intact, and the units are fully charged and ready for use. The monthly inspection should be documented with the inspector's initials on the back of the annual inspection

Informe de responsabilidad escolar

System Inspected	Rating	Repair Needed and Action Taken or Planned
		tag. Fire extinguishers should not be obstructed. A clear path to fire extinguishers should be maintained. Approved fire extinguishers should be mounted, located, and identified so that they are readily accessible to employees at all times.
Structural: Structural Damage, Roofs	Fair	The damaged exterior siding areas should be repaired.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

Overall Facility Rate

Year and month of the most recent FIT report: May 2022

Overall Rating	Fair

Last updated: 2/2/23

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).

- **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.

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	25%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	11%	N/A	43%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
Note: Percentages are not calculated when the number of students tested 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: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/24/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	187	181	96.79	3.21	24.86
Female	92	90	97.83	2.17	28.89
Male	95	91	95.79	4.21	20.88
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	186	180	96.77	3.23	25.00
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	104	98	94.23	5.77	8.16
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	150	147	98.00	2.00	23.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	6.90

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	187	187	100.00	0.00	11.23
Female	92	92	100.00	0.00	9.78
Male	95	95	100.00	0.00	12.63
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	186	186	100.00	0.00	11.29
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	104	104	100.00	0.00	9.62
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	150	150	100.00	0.00	10.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	17.24

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	2.33	--	2.56	28.5	29.47

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	43	43	100.00	0.00	2.33
Female	21	21	100.00	0.00	4.76
Male	22	22	100.00	0.00	0.00
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	0	0	0	0	0
Hispanic or Latino	43	43	100.00	0.00	2.33
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	26	26	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	35	100.00	0.00	2.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Last updated: 1/24/23

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

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	78%	67%	66%	67%	78%
7	100%	95%	95%	95%	100%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/23

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

Opportunities for Parental Involvement (School Year 2022–23)

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 (Dia de Apoyo, Back to School Night, Network-wide Parent Ed Series, Cafecitos etc.), Parent Committees (ELAC and Parent Leadership Team, etc.) and participation in Annual Family-School Relationships 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

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	364	350	170	48.6
Female	188	181	87	48.1
Male	176	169	83	49.1
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	360	346	166	48.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	2	2	2	100.0
English Learners	212	206	96	46.6
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	301	289	146	50.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	36	35	16	45.7

Last updated: 1/24/23

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

Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.32%	1.28%	2.45%
Expulsions	0.00%	0.01%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	2.20%	0.05%	0.94%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

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.

Last updated: 1/24/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.20	0.00
Female	0.00	0.00
Male	4.55	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.22	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.36	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.99	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.78	0.00

Last updated: 1/24/23

School Safety Plan (School Year 2022–23)

Safety Plan is linked here.

Last updated: 1/24/23

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	2	1	
1	29.00		2	
2	22.00		2	
3	28.00		2	
4	23.00		2	
5	30.00		1	
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	13.00	2	2	
1	21.00		2	
2	27.00		2	
3	19.00	2		
4	29.00		2	
5	24.00		2	
6	27.00		1	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12.00	4		
1	23.00		2	
2	22.00	1	1	
3	24.00		2	
4	20.00	1	1	
5	24.00		2	
6	18.00	4	3	
Other**				

* 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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	672.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/24/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/24/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14381.00	$4341.00	$10040.00	$71492.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/24/23

Types of Services Funded (Fiscal Year 2021–22)

A list of supports provided to all students/A list of resources used to support all learners (staff, curricula, technology) is below.

Technology to Assist with Differentiated Instruction (Academics)

Dreambox personalized math learning platform - Provided daily to weekly to students during our math block in grades K-8. The lessons are at the students current math level and they are adaptive.

Achieve3000 personalized reading learning platform - Provided daily to weekly to students during our Spanish and English reading block for informational texts in grades 3-8. The lessons are at the students current reading level and they are adaptive.

SmartyAnts personalized foundational skills learning platform - Provided daily to weekly to students during our Spanish and English reading block in grades K-1. The lessons are at the students current level of literacy and they are adaptive.

1 to 1 Chromebooks grades 2 - 8 - Provided to students to access online learning platforms during centers/stations.

2:1 iPads grades K-1 - Provided to students to access online learning platforms during centers/stations.

Staff that Supports/Assist Students

Dean of Culture to support teachers, students and families with on site resources and community resources. Dean of Culture supports check-ins for individual students as needed, leading restorative practices with small groups or classrooms, meeting with parents to engage students in school, addressing absenteeism concerns with families.

Principal, business manager and coach to support students as needed. This can include student check-ins or building relationships with students to better understand their needs and help teachers support them or to direct students to the Dean of Culture.

Behaviorists and other contracted staff to support students as needed per IEP

Part-time counselor is on site to support students with counseling and to support classroom teachers with strategies to support students.

Associate teachers in grades K-2 to support students academically and behaviorally.

Resources/Processes

Tiered Strategies include differentiation within math and literacy blocks, one-on-one and small group time with the teacher or associate teachers, personalized learning platforms, our SST process, our IEP process, positive reinforcement, formal behavior plans, alls whole whole-school initiatives for behavior,school-wide systems and routines for students such as Character Counts Tickets and Think=It Through Sheets.

SST Process - Student Success Team to identify students who are struggling academically or behaviorally or who are over-achieving academically and need additional classroom support to stay engaged and make progress. Teams include teacher, administrator and parent and others as needed.

Parent-teacher conferences - Completed twice per year but also as needed to update parents and work together to support students.

Data Meetings and Intellectual Preparation sessions with teacher teams to develop plans for groups of students or individual students. These are done weekly in response to data and so that teachers know how to assist the class whole group, small group and individual students.

SEL

Bi-Weekly Plaza - Typically led by principal or Dean of Culture with a focus on school culture and building character traits or centering on what behaviors related to strong values looks like. Includes celebrations of students in academics and Student of the Month.

SEL Check Ins with students within the classroom with teacher or AT and as needed outside the classroom with other staff. Teachers also have daily SEL time in their class schedule to either build community or address student SEL.

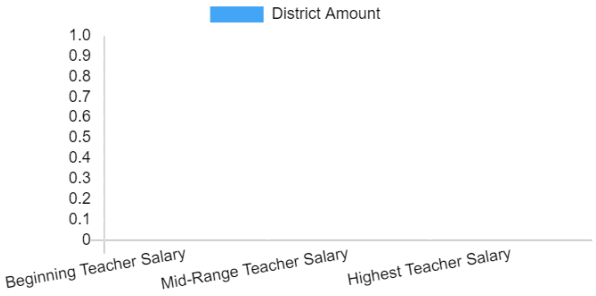
Toolbox - Our SEL curriculum teaching strategies on how to cope with strong emotions.

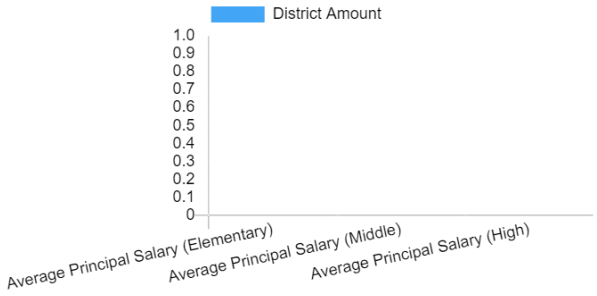
Última actualización: 2/2/23

Salarios administrativos y de maestros (año fiscal 2020–21)

Categoría	Distrito Cantidad	Promedio estatal para distritos en la misma categoría
Salario de maestro principiante	--	--
Salario de maestros de rango medio	--	--
salario de maestro más alto	--	--
Salario principal promedio (primaria)	--	--
Salario principal promedio (medio)	--	--
Salario principal promedio (alto)	--	--
Salario del superintendente	--	--
Porcentaje del presupuesto para salarios de maestros	--	--
Porcentaje del presupuesto para salarios administrativos	--	--

Para obtener información detallada sobre los salarios, consulte la página web de CDE Certificated Salaries & Benefits en https://www.cde.ca.gov/ds/fd/cs/ .





Última actualización: 27/01/23

Desarrollo profesional

Medida	2020-21	2021-22	2022-23
Número de días escolares dedicados al desarrollo del personal y la mejora continua	85	70	135

Última actualización: 24/01/23

Voices College-Bound Language Academy at Mt. Pleasant

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	14271 Story Rd. San Jose, CA , 95127-3823	**Principal:**	Christina Deberry
Phone:	408-571-6404	**Grade Span:**	

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 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.

About This School

Christina Deberry

Principal, Voices College-Bound Language Academy at Mt. Pleasant

About Our School



We have begun our 9th year at Voices Academy Mount Pleasant and we are so excited! This year we are learning and growing together every day. Our staff, students and our families have numerous opportunities to grow themselves through PD, course work and workshops offered at the school site, and also continue to increase in numbers. We recently had our first annual student run Lego contest, where students appreciated being able to showcase their creativity and leadership skills. After analyzing our last round of student assessment results our PLC (professional learning community) committed to frequent and meaningful small group lessons for math. Teachers, parents, and students are excited to reflect on growth and learnings from our small group math practices.

Every year we continue to grow our teaching practices to ensure that we are meeting students' needs and fine tuning our instructional practices. This year we are specializing in small groups, feedback and math manipulatives.. We have an outstanding team of teachers who pride themselves on helping students achieve their learning targets for this year with these practices. We are also strengthening our skills in analyzing student work. We are proud of the school student culture we've grown and students come to school excited to learn new ways, participate in activities such as challenges and competitions designed to grow their si se puede, scholarship, In Lak'ech and activismo. We are excited to see how much 2022-2023 will grow staff and students.

Contact

Voices College-Bound Language Academy at Mt. Pleasant
14271 Story Rd.
San Jose, CA 95127-3823

Phone: 408-571-6404
Email: cdeberry@voicescharterschool.com

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Santa Clara County Office of Education
Phone Number	408-453-6500
Superintendent	Ann Dewan Ph.D., Mary
Email Address	mdewan@sccoe.org
Website	www.voicescharterschool.com

School Contact Information (School Year 2022–23)

School Name	Voices College-Bound Language Academy at Mt. Pleasant
Street	14271 Story Rd.
City, State, Zip	San Jose, CA , 95127-3823
Phone Number	408-571-6404
Principal	Christina Deberry
Email Address	lramirez@voicescharterschool.com
Website	www.voicescharterschool.com
County-District-School (CDS) Code	43104390132530

Last updated: 1/17/23

School Description and Mission Statement (School Year 2022–23)

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.

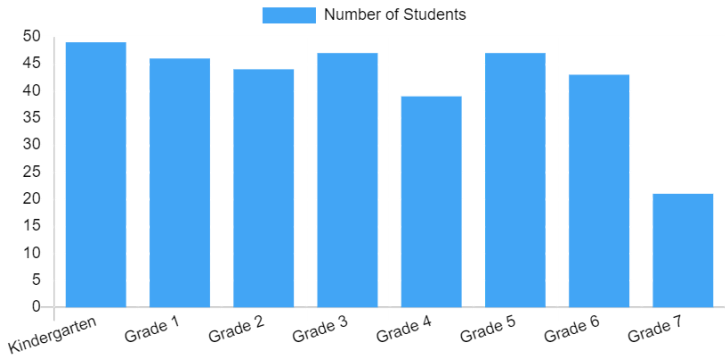
Vision:

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.

Last updated: 1/24/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	49
Grade 1	46
Grade 2	44
Grade 3	47
Grade 4	39
Grade 5	47
Grade 6	43
Grade 7	21
Total Enrollment	336



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/17/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	53.00%
Male	47.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	3.00%
Filipino	0.00%
Hispanic or Latino	99.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	3.00%
White	9.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	55.00%
Foster Youth	3.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	75.00%
Students with Disabilities	10.00%

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

Teacher Preparation and Placement (School Year 2020–21)

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)	3.00	23.08	375.30	58.14	228366.10	83.12
Intern Credential Holders Properly Assigned	5.00	38.46	48.80	7.56	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.00	38.46	101.70	15.76	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	47.10	7.30	12115.80	4.41
Unknown	0.00	0.00	72.50	11.24	18854.30	6.86
Total Teaching Positions	13.00	100.00	645.50	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/27/23

Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/27/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	5.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	5.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	80.00	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education Navigator August 2019	Yes	0%
Mathematics	Eureka Math Achievement First Math August 2016	Yes	0%
Science	Interactive Science September 2015	Yes	0%
History-Social Science	Social Studies Alive September 2015	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/27/23

School Facility Conditions and Planned Improvements

Voices College-Bound Language Academies at Mount Pleasant makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, we utilized our facilities audit report from CharterSafe. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, restroom facilities, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use.

Last updated: 1/27/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: May 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Poor	? • **Damaged HVAC covers should be repaired or replaced.** • **The source of the water intrusion should be determined and corrective action taken to prevent recurrence.** ?
Interior: Interior Surfaces	Fair	? • **All suspended ceiling tiles should be properly aligned to help ensure they do not drop onto furnishings and/or persons.** • **The carpeting should be repaired or replaced in accordance with the manufacturer's recommendations.** • **The damaged mats should be repaired or replaced.** • **These rugs should be secured at the edges or removed.** • **Repairs should be made to provide a smooth transition from the walkway to the classroom.** • **The nonslip material on the ramps should be repaired or replaced as needed to provide safe traction for pedestrians and wheelchairs that lies fully flat against the surface.** ?
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	• **Items should not be stacked to the ceiling; there should be 24 inches of clearance from the ceiling.** • **Stored material should not create a hazard. It should be limited in height and piled, stacked, or racked in a manner designed to prevent it from tipping, falling, collapsing, rolling, or spreading.** • **Racks, bins, planks, sleepers, bars, strips, blocks, and sheets should be used where necessary to make the storage arrangements stable.**
Electrical: Electrical	Fair	? • **All stored materials and/or furnishings around and over electric panelboard cabinets and/or switchboards should be removed to ensure their locations are clearly visible.** • **A clearance of 36 inches should be maintained horizontally around electric panelboard cabinets and/or switchboards.** • **The area between the floor to a height of 30 inches above electric panelboard cabinets and/or switchboards should be kept clear of obstructions.** • **The damaged receptacles should be inspected and replaced if necessary. The circuit should be de-energized and locked out until repairs are made.** • **All missing and/or damaged electric outlet wallplates should be repaired and/or replaced. Wallplates and switch covers should be replaced prior to leaving a repair worksite.**

System Inspected	Rating	Repair Needed and Action Taken or Planned
		?
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	N/A
Safety: Fire Safety, Hazardous Materials	Poor	? • **The fire extinguishers should be inspected on a monthly basis to ensure they are properly mounted, the seals and pull pins are still intact, and the units are fully charged and ready for use.** • **The monthly inspection should be documented with the inspector's initials on the back of the annual inspection tag.** • **Fire extinguishers should not be obstructed. A clear path to fire extinguishers should be maintained.** • **Approved fire extinguishers should be mounted, located, and identified so that they are readily accessible to employees at all times.** ?
Structural: Structural Damage, Roofs	Fair	?**The damaged exterior siding areas should be repaired.**?
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate

Year and month of the most recent FIT report: May 2022

Overall Rating	Fair

Last updated: 1/27/23

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).

- **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.

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	25%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	11%	N/A	43%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
Note: Percentages are not calculated when the number of students tested 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: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/24/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	187	181	96.79	3.21	24.86
Female	92	90	97.83	2.17	28.89
Male	95	91	95.79	4.21	20.88
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	186	180	96.77	3.23	25.00
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	104	98	94.23	5.77	8.16
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	150	147	98.00	2.00	23.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	6.90

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	187	187	100.00	0.00	11.23
Female	92	92	100.00	0.00	9.78
Male	95	95	100.00	0.00	12.63
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	186	186	100.00	0.00	11.29
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	104	104	100.00	0.00	9.62
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	150	150	100.00	0.00	10.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	29	100.00	0.00	17.24

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	2.33	--	2.56	28.5	29.47

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	43	43	100.00	0.00	2.33
Female	21	21	100.00	0.00	4.76
Male	22	22	100.00	0.00	0.00
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	0	0	0	0	0
Hispanic or Latino	43	43	100.00	0.00	2.33
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	26	26	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	35	35	100.00	0.00	2.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Last updated: 1/24/23

Career Technical Education (CTE) Programs (School Year 2021–22)

Last updated: 1/27/23

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

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

Last updated: 1/27/23

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

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/27/23

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

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	78%	67%	66%	67%	78%
7	100%	95%	95%	95%	100%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/23

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

Opportunities for Parental Involvement (School Year 2022–23)

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 (Dia de Apoyo, Back to School Night, Network-wide Parent Ed Series, Cafecitos etc.), Parent Committees (ELAC and Parent Leadership Team, etc.) and participation in Annual Family-School Relationships 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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate					17.90%	14.60%	8.9%	9.4%	7.8%
Graduation Rate					58.90%	59.00%	84.2%	83.6%	87.0%

Last updated: 1/27/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0	0	0
Female	0	0	0
Male	0	0	0
Non-Binary	0	0	0
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Black or African American	0	0	0
Filipino	0	0	0
Hispanic or Latino	0	0	0
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	0	0	0
White	0	0	0
English Learners	0	0	0
Foster Youth	0	0	0
Homeless	0	0	0
Socioeconomically Disadvantaged	0	0	0
Students Receiving Migrant Education Services	0	0	0
Students with Disabilities	0	0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated: 1/27/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	364	350	170	48.6
Female	188	181	87	48.1
Male	176	169	83	49.1
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	360	346	166	48.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	2	2	2	100.0
English Learners	212	206	96	46.6
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	301	289	146	50.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	36	35	16	45.7

Last updated: 1/24/23

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

Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.32%	1.28%	2.45%
Expulsions	0.00%	0.01%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	2.20%	0.05%	0.94%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

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.

Last updated: 1/24/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.20	0.00
Female	0.00	0.00
Male	4.55	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.22	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.36	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.99	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.78	0.00

Last updated: 1/24/23

School Safety Plan (School Year 2022–23)

Safety Plan is linked here.

Last updated: 1/24/23

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	18.00	2	1	
1	29.00		2	
2	22.00		2	
3	28.00		2	
4	23.00		2	
5	30.00		1	
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	13.00	2	2	
1	21.00		2	
2	27.00		2	
3	19.00	2		
4	29.00		2	
5	24.00		2	
6	27.00		1	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	12.00	4		
1	23.00		2	
2	22.00	1	1	
3	24.00		2	
4	20.00	1	1	
5	24.00		2	
6	18.00	4	3	
Other**				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

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

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

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

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

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

* 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.

Last updated: 1/27/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	672.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/24/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/24/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14381.00	$4341.00	$10040.00	$71492.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/24/23

Types of Services Funded (Fiscal Year 2021–22)

A list of supports provided to all students/A list of resources used to support all learners (staff, curricula, technology) is below.

Technology to Assist with Differentiated Instruction (Academics)

- **Dreambox personalized math learning platform - Provided daily to weekly to students during our math block in grades K-8. The lessons are at the students current math level and they are adaptive.**
- **Achieve3000 personalized reading learning platform - Provided daily to weekly to students during our Spanish and English reading block for informational texts in grades 3-8. The lessons are at the students current reading level and they are adaptive.**
- **SmartyAnts personalized foundational skills learning platform - Provided daily to weekly to students during our Spanish and English reading block in grades K-1. The lessons are at the students current level of literacy and they are adaptive.**
- **1 to 1 Chromebooks grades 2 - 8 - Provided to students to access online learning platforms during centers/stations.**
- **2:1 iPads grades K-1 - Provided to students to access online learning platforms during centers/stations.**

Staff that Supports/Assist Students

- **Dean of Culture to support teachers, students and families with on site resources and community resources. Dean of Culture supports check-ins for individual students as needed, leading restorative practices with small groups or classrooms, meeting with parents to engage students in school, addressing absenteeism concerns with families.**
- **Principal, business manager and coach to support students as needed. This can include student check-ins or building relationships with students to better understand their needs and help teachers support them or to direct students to the Dean of Culture.**
- **Behaviorists and other contracted staff to support students as needed per IEP**
- **Part-time counselor is on site to support students with counseling and to support classroom teachers with strategies to support students.**
- **Associate teachers in grades K-2 to support students academically and behaviorally.**

Resources/Processes

- **Academic**
  - **Tiered Strategies include differentiation within math and literacy blocks, one-on-one and small group time with the teacher or associate teachers, personalized learning platforms, our SST process, our IEP process, positive reinforcement, formal behavior plans, alls whole whole-school initiatives for behavior,school-wide systems and routines for students such as Character Counts Tickets and Think=It Through Sheets.**
  - **SST Process - Student Success Team to identify students who are struggling academically or behaviorally or who are over-achieving academically and need additional classroom support to stay engaged and make progress. Teams include teacher, administrator and parent and others as needed.**
  - **Parent-teacher conferences - Completed twice per year but also as needed to update parents and work together to support students.**
  - **Data Meetings and Intellectual Preparation sessions with teacher teams to develop plans for groups of students or individual students. These are done weekly in response to data and so that teachers know how to assist the class whole group, small group and individual students.**
- **SEL**
  - **B-Weekly Plaza - Typically led by principal or Dean of Culture with a focus on school culture and building character traits or centering on what behaviors related to strong values looks like. Includes celebrations of students in academics and Student of the Month.**
  - **SEL Check Ins with students within the classroom with teacher or AT and as needed outside the classroom with other staff. Teachers also have daily SEL time in their class schedule to either build community or address student SEL.**
  - **Toolbox - Our SEL curriculum teaching strategies on how to cope with strong emotions.**

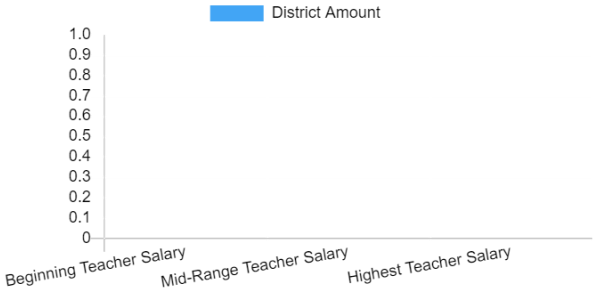
Last updated: 1/27/23

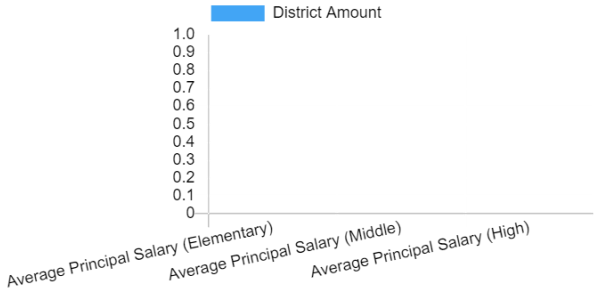
Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.





Last updated: 1/27/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

* Where there are student course enrollments of at least one student.

Last updated: 1/27/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	85	70	135

Last updated: 1/24/23

Academia de idiomas Voices College-Bound

Informe de responsabilidad escolar 2021–22

Reportado utilizando datos del año escolar 2021–22

Departamento de Educación de California

Dirección:	715 Hellyer Ave. San José, CA, 95111-1584	**Director de escuela:**	Enlace interino: Elizabeth Aguilar
Teléfono:	(408) 361-1960	**Rango de grado:**	

Para el 1 de febrero de cada año, la ley estatal requiere que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Bajo la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Responsabilidad y Control Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser consistentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a los informes del año anterior, consulte la página web del SARC del Departamento de Educación de California (CDE) en https://www.cde.ca.gov/ta/ac/sa/ .
- For more information about the LCFF or 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.

About This School

Interim Liaison: Elizabeth Aguilar

Principal, Voices College-Bound Language Academy

About Our School

The Voices College-Bound Language Academy leadership team is excited to lead our school this academic year. We are committed to the mission of Voices to prepare all of our children for the obstacles of higher education and beyond. Together, we are focused on ensuring a caring and rigorous learning environment for our students. We are 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 with a specific focus on mathematics and fostering a strong school culture built on purposeful collaboration.

Through weekly intellectual preparation time, coaching, and data analysis we will make an impact on student learning.We want to hone in on the fact that adult learning is equally important as student learning. This idea coped with clear and measurable systems will make the teams able to accurately reflect on student outcomes!

Additionally Voices is prioritizing our school culture by creating an adult culture of purposeful collaboration. Building relationships out of mutual respect and appreciation is key for student success. We really want our entire team to believe that when we work together, we achieve more!

Contact

Voices College-Bound Language Academy
715 Hellyer Ave.
San Jose, CA 95111-1584

Phone: (408) 361-1960
Email: eaguilar@voicescharterschool.com

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Franklin-McKinley Elementary
Phone Number	(408) 283-6006
Superintendent	Cruz, Juan
Email Address	juan.cruz@fmsd.org
Website	https://www.fmsd.org/

School Contact Information (School Year 2022–23)

School Name	Voices College-Bound Language Academy
Street	715 Hellyer Ave.
City, State, Zip	San Jose, CA , 95111-1584
Phone Number	(408) 361-1960
Principal	Interim Liaison: Elizabeth Aguilar
Email Address	iramirez@voicescharterschool.com
Website	http://www.voicesacademies.org
County-District-School (CDS) Code	43694500113662

Last updated: 2/2/23

School Description and Mission Statement (School Year 2022–23)

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 Academy 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 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. They are able to make informed life decisions based on awareness and understanding of all life's possibilities. They are active citizens in the community who are open-minded and value 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.

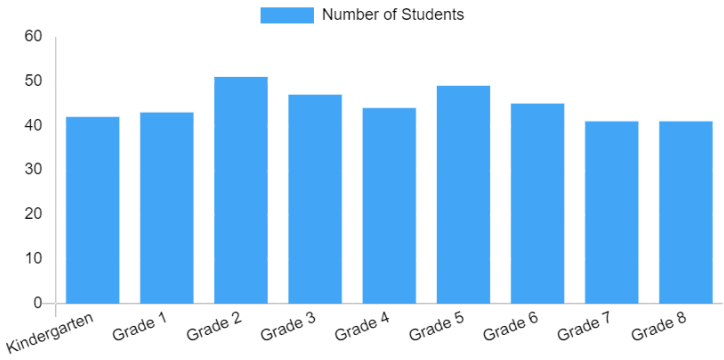
Vision:

All students graduating from Voices College-Bound Language Academy 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.

Last updated: 2/2/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	42
Grade 1	43
Grade 2	51
Grade 3	47
Grade 4	44
Grade 5	49
Grade 6	45
Grade 7	41
Grade 8	41
Total Enrollment	403



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/18/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	52.00%
Male	48.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	7.00%
Black or African American	5.00%
Filipino	2.00%
Hispanic or Latino	94.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	5.00%
White	2.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	45.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	70.00%
Students with Disabilities	12.00%

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

Teacher Preparation and Placement (School Year 2020–21)

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)	4.00	22.23	333.30	79.92	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	11.12	18.50	4.45	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	10.90	61.09	35.10	8.43	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.30	1.76	12115.80	4.41
Unknown	0.90	5.50	22.70	5.44	18854.30	6.86
Total Teaching Positions	17.90	100.00	417.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/26/23

Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/26/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	10.90	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	10.90	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	70.00	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education Navigator August 2019	Yes	0%
Mathematics	Eureka Math Achievement First Math August 2016	Yes	0%
Science	Interactive Science September 2015	Yes	0%
History-Social Science	Social Studies Alive September 2015	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 2/2/23

School Facility Conditions and Planned Improvements

Voices College-Bound Language Academies at Franklin McKinley makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, we utilized our facilities audit report from CharterSafe. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, restroom facilities, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use.

Last updated: 2/2/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: May 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Fair	Light fixtures should be affixed All suspended ceiling tiles should be properly aligned to help ensure they do not drop onto furnishings and/or persons Rug should be repaired or replaced in accordance with manufacturer's recommendations
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Items should not be stacked to the ceiling; there should be 24 inches of clearance from the ceiling Stored material should not create a hazard. It should be limited in height and piled, stacked, or racked in a manner designed to prevent it from tipping, falling, collapsing, rolling, or spreading Rolls of paper should be placed in a storage/dispensing rack, or otherwise secured, to prevent them from falling. Combustible materials should be moved away from the water heaters. A 36 inch clear zone must be maintained around water heaters at all times.
Electrical: Electrical	Fair	The practice of piggybacking extension cords should be discontinued. Equipment should be connected directly to electrical supply, or single approve extension cord, or single approved power strip device may be used. Power strip devices with longer cords should be provided where needed to cover the distance between the equipment and receptacle Damaged power cords should be taken out of service All damaged electric wallplates should be repaired and/or replaced All stored materials and/or furnishings around and over electric panelboard cabinets and/or switchboards should be removed to ensure their locations are clearly visible. A clearance of 36 inches should be maintained horizontally around electric panelboard cabinets and/or switchboards. The area between the floor to a height of 30 inches above electric panelboard cabinets and/or switchboards should be kept clear of obstructions.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Fair	Evacuation maps depicting the "You Are Here" location and the primary and secondary (if applicable) evacuation routes should be posted throughout the facility. Monthly fire extinguishers should be inspected on a monthly basis to ensure they are properly mounted, the seals the pull pins are still intact, and the units are fully charged and ready for use. The monthly inspection should be documented with the inspector's initials on the back of the annual inspection

		tag.
System Inspected	**Rating**	**Repair Needed and Action Taken or Planned**
		Fire extinguishers should not be obstructed.
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

Overall Facility Rate

Year and month of the most recent FIT report: May 2022

Overall Rating	Fair

Last updated: 2/2/23

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).

- **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.

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	42%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	34%	N/A	33%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
Note: Percentages are not calculated when the number of students tested 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: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/18/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	261	256	98.08	1.92	41.96
Female	128	126	98.44	1.56	55.56
Male	133	130	97.74	2.26	28.68
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	246	241	97.97	2.03	40.83
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	119	117	98.32	1.68	23.93
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	198	197	99.49	0.51	37.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	37	92.50	7.50	16.22

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/18/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	261	258	98.85	1.15	33.72
Female	128	128	100.00	0.00	37.50
Male	133	130	97.74	2.26	30.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	246	243	98.78	1.22	32.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	119	119	100.00	0.00	16.81
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	198	198	100.00	0.00	31.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	37	92.50	7.50	16.22

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/18/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	6.98	--	22.71	28.5	29.47

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/18/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	86	98.85	1.15	6.98
Female	44	44	100.00	0.00	13.64
Male	43	42	97.67	2.33	0.00
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	0	0	0	0	0
Hispanic or Latino	85	84	98.82	1.18	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	37	37	100.00	0.00	2.70
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	64	100.00	0.00	6.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67	8.33	0.00

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.

Last updated: 1/18/23

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

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	98%	100%	100%
7	100%	100%	100%	100%	100%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/18/23

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

Opportunities for Parental Involvement (School Year 2022–23)

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 (Dia de Apoyo, Back to School Night, Network-wide Parent Ed Series, Cafecitos etc.), Parent Committees (ELAC and Parent Leadership Team, etc.) and participation in Annual Family-School Relationships Surveys.

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

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	411	404	197	48.8
Female	214	212	106	50.0
Male	197	192	91	47.4
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	2	2	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	389	382	194	50.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	9	9	1	11.1
English Learners	202	200	109	54.5
Foster Youth	1	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	297	295	153	51.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	53	52	29	55.8

Last updated: 1/18/23

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

Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.21%	1.04%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	3.65%	0.00%	1.64%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

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.

Last updated: 1/18/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.65	0.00
Female	2.80	0.00
Male	4.57	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.60	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.47	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.66	0.00

Last updated: 1/18/23

School Safety Plan (School Year 2022–23)

Safety Plan linked here.

Last updated: 1/20/23

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	28.00		2	
1	27.00		2	
2	28.00		2	
3	29.00		2	
4	27.00		2	
5	24.00		2	
6	25.00		6	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	27.00		2	
1	25.00		2	
2	26.00		2	
3	27.00		2	
4	27.00		2	
5	22.00		2	
6	23.00		6	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	1	
1	22.00		2	
2	17.00	1	2	
3	24.00		2	
4	22.00	1	1	
5	16.00	1	2	
6	23.00	3	3	
Other**				

* 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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12954.00	$3101.00	$9852.00	$66084.00
District	N/A	N/A	--	$95813.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6593.62	$87271.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/18/23

Types of Services Funded (Fiscal Year 2021–22)

A list of supports provided to all students/A list of resources used to support all learners (staff, curricula, technology) is below.

Technology to Assist with Differentiated Instruction (Academics)

- Dreambox personalized math learning platform - Provided daily to weekly to students during our math block in grades K-8. The lessons are at the students current math level and they are adaptive.
- Achieve3000 personalized reading learning platform - Provided daily to weekly to students during our Spanish and English reading block for informational texts in grades 3-8. The lessons are at the students current reading level and they are adaptive.
- SmartyAnts personalized foundational skills learning platform - Provided daily to weekly to students during our Spanish and English reading block in grades K-1. The lessons are at the students current level of literacy and they are adaptive.
- 1 to 1 Chromebooks grades 2 - 8 - Provided to students to access online learning platforms during centers/stations.
- 2:1 iPads grades K-1 - Provided to students to access online learning platforms during centers/stations.

Staff that Supports/Assist Students

- Dean of Culture to support teachers, students and families with on site resources and community resources. Dean of Culture supports check-ins for individual students as needed, leading restorative practices with small groups or classrooms, meeting with parents to engage students in school, addressing absenteeism concerns with families.
- Principal, business manager and coach to support students as needed. This can include student check-ins or building relationships with students to better understand their needs and help teachers support them or to direct students to the Dean of Culture.
- Behaviorists and other contracted staff to support students as needed per IEP
- Part-time counselor is on site to support students with counseling and to support classroom teachers with strategies to support students.
- Associate teachers in grades K-2 to support students academically and behaviorally.

Resources/Processes

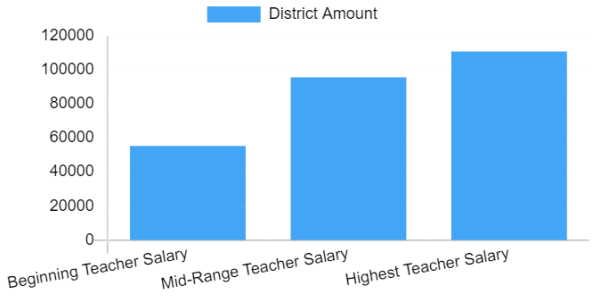
- Academic
  - Tiered Strategies include differentiation within math and literacy blocks, one-on-one and small group time with the teacher or associate teachers, personalized learning platforms, our SST process, our IEP process, positive reinforcement, formal behavior plans, alls whole whole-school initiatives for behavior ,school-wide systems and routines for students such as Character Counts Tickets and Think=It Through Sheets.
  - SST Process - Student Success Team to identify students who are struggling academically or behaviorally or who are over-achieving academically and need additional classroom support to stay engaged and make progress. Teams include teacher, administrator and parent and others as needed.
  - Parent-teacher conferences - Completed twice per year but also as needed to update parents and work together to support students.
  - Data Meetings and Intellectual Preparation sessions with teacher teams to develop plans for groups of students or individual students. These are done weekly in response to data and so that teachers know how to assist the class whole group, small group and individual students.
- SEL
  - Bi-Weekly Plaza - Typically led by principal or Dean of Culture with a focus on school culture and building character traits or centering on what behaviors related to strong values looks like. Includes celebrations of students in academics and Student of the Month.
  - SEL Check Ins with students within the classroom with teacher or AT and as needed outside the classroom with other staff. Teachers also have daily SEL time in their class schedule to either build community or address student SEL.
  - Toolbox - Our SEL curriculum teaching strategies on how to cope with strong emotions.

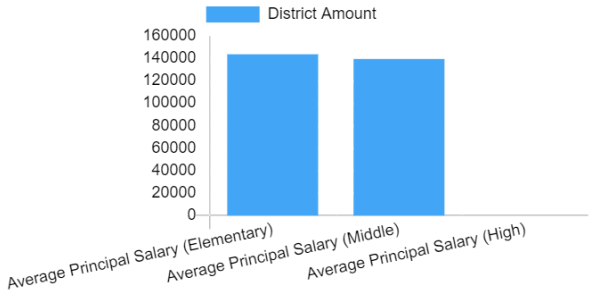
Last updated: 2/2/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$55315.00	$52640.75
Mid-Range Teacher Salary	$95623.00	$83981.39
Highest Teacher Salary	$110795.00	$107521.97
Average Principal Salary (Elementary)	$143606.00	$136246.56
Average Principal Salary (Middle)	$139423.00	$142247.57
Average Principal Salary (High)	$0.00	$139199.00
Superintendent Salary	$242254.00	$242165.89
Percent of Budget for Teacher Salaries	34.38%	34.07%
Percent of Budget for Administrative Salaries	5.39%	5.47%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.





Last updated: 1/23/23

Professional Development

Measure	2020–21	2021–22	2022–23
Número de días escolares dedicados al desarrollo del personal y la mejora continua	85	135	105

Última actualización: 18/01/23

2021–22
School Accountability Report Card Template (Word Version)

(To be used to meet the state reporting requirement
by February 1, 2023)

Prepared by:
California Department of Education
Analysis, Measurement, and Accountability Reporting Division

Posted to the CDE Website:
December 2022

Contact:
SARC Team
sarc@cde.ca.gov

Important!

Please delete this page before using the SARC template

School Accountability Report Card Reported Using Data from the 2021–22 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: Interim Liaison: Elizabeth Aguilar **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 refer to data provided by the CDE.

About This School

Principal's Message:
The Voices College-Bound Language Academy leadership team is excited to lead our school this academic year. We are committed to the mission of Voices to prepare all of our children for the obstacles of higher education and beyond. Together, we are focused on ensuring a caring and rigorous learning environment for our students. We are 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 with a specific focus on mathematics and fostering a strong school culture built on purposeful collaboration.

Through weekly intellectual preparation time, coaching, and data analysis we will make an impact on student learning.We want to hone in on the fact that adult learning is equally important as student learning. This idea coped with clear and measurable systems will make the teams able to accurately reflect on student outcomes!

Additionally Voices is prioritizing our school culture by creating an adult culture of purposeful collaboration. Building relationships out of mutual respect and appreciation is key for student success. We really want our entire team to believe that when we work together, we achieve more!

Table 1: District Contact Information (School Year 2022–23)

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 2022–23)

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	Interim Liaison: Elizabeth Aguilar
Email Address	eaguilar@voicescharterschool.com
Website	http://www.voicesacademies.org
County-District-School (CDS) Code	43694500113662

Table 3: School Description and Mission Statement (School Year 2022–23)

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 Academy 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 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. They are able to make informed life decisions based on awareness and understanding of all life's possibilities. They are active citizens in the community who are open-minded and value 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.

Commented [1]: @arivas@voicescharterschool.com Please make these changes in the online version to ensure consistency and just simply make it look better. We'll make the same changes to MH and MP if necessary.
Assigned to Alyce Rivas

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 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 2021–22)

Grade Level	Number of Students
Kindergarten	42
Grade 1	43
Grade 2	51
Grade 3	47
Grade 4	44
Grade 5	49
Grade 6	45
Grade 7	41
Grade 8	41
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	403

Table 5: Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	52.1%
Male	47.9%
Non-Binary	0
American Indian or Alaska Native	0
Asian	0.7%
Black or African American	0.5%
Filipino	0.2%
Hispanic or Latino	94.3%
Native Hawaiian or Pacific Islander	0
Two or More Races	0.5%
White	2.2%
English Learners	45.4%
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	70.2%
Students with Disabilities	11.9%

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 2020–21)

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)	4	22.2	333.3	79.9	228366.1	83.1
Intern Credential Holders Properly Assigned	2	11.1	18.5	4.4	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	10.9	61.1	35.1	8.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	7.3	1.8	12115.8	4.4
Unknown	0.9	5.5	22.7	5.4	18854.3	6.9
Total Teaching Positions	17.9	100	417	100	274759.1	100

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 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: Teacher Preparation and Placement (School Year 2021–22)

Commented [2]: Table 7-10 no state data available yet

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)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Intern Credential Holders Properly Assigned	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Unknown	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Total Teaching Positions	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Table 8: Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	10.9	[DPC]
Misassignments	0	[DPC]
Vacant Positions	0	[DPC]
Total Teachers Without Credentials and Misassignments	10.9	[DPC]

Table 9: Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0	[DPC]
Local Assignment Options	0	[DPC]
Total Out-of-Field Teachers	0	[DPC]

Table 10: Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	[DPC]
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	70%	[DPC]

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

Table 11: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education Navigator August 2019	Yes	0%
Mathematics	Eureka Math Achievement First Math August 2016	Yes	0%
Science	Interactive Science September 2015	Yes	0%
History-Social Science	Social Studies Alive September 2015	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	N/A	N/A	[DPL]

Note: Cells with N/A values do not require data.

Table 12: School Facility Conditions and Planned Improvements

[Narrative provided by the LEA]

*[Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b).]*

Voices College-Bound Language Academies at Franklin McKinley makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, we utilized our facilities audit report from CharterSafe. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms,restroom facilities, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use.

Table 13: School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: May 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			• None
Interior: Interior Surfaces		X		• Light fixtures should be affixed • All suspended ceiling tiles should be properly aligned to help ensure they do not drop onto furnishings and/or persons • Rug should be repaired or replaced in accordance with manufacturer's recommendations
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		• Items should not be stacked to the ceiling; there should be 24 inches of clearance from the ceiling • Stored material should not create a hazard. It should be limited in height and piled, stacked, or racked in a manner designed to prevent it from tipping, falling, collapsing, rolling, or spreading • Rolls of paper should be placed in a storage/dispensing rack, or otherwise secured, to prevent them from falling • Combustible materials should be moved away from the water heaters • A 36 inch clear zone must be maintained around water heaters at all times

Electrical: Electrical		X		• The practice of piggybacking extension cords should be discontinued • Equipment should be connected directly to electrical supply, or single approve extension cord, or single approved power strip device may be used • Power strip devices with longer cords should be provided where needed to cover the distance between the equipment and receptacle • Damaged power cords should be taken out of service • All damaged electric wall plates should be repaired and/or replaced • All stored materials and/or furnishings around and over electric panelboard cabinets and/or switchboards should be removed to ensure their locations are clearly visible. • A clearance of 36 inches should be maintained horizontally around electric panelboard cabinets and/or switchboards. • The area between the floor to a height of 30 inches above electric panelboard cabinets and/or switchboards should be kept clear of obstructions.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			• None

Safety: Fire Safety, Hazardous Materials		X		• Evacuation maps depicting the “You Are Here” location and the primary and secondary (if applicable) evacuation routes should be posted throughout the facility • Monthly fire extinguishers should be inspected on a monthly basis to ensure they are properly mounted, the seals and pull pi ns are still intact, and the units are fully charged and ready for use • The monthly inspection should be documented with the inspector’s initials on the back of the annual inspection tag • Fire extinguishers should not be obstructed
Structural: Structural Damage, Roofs	X			• None
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			• None

Overall Facility Rate

Year and month of the most recent FIT report: May 2022

Table 14: Overall Rating

Exemplary	Good	Fair	Poor
		X	

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).

- **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 15: 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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	42%	N/A	41%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	34%	N/A	33%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted to report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the

school, district, state have N/A values because these data are not comparable to 2021–22 data.

Note: Percentages are not calculated when the number of students tested 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: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Table 16: 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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	261	256	98.08%	1.92%	41.96%
Female	128	126	98.44%	1.56%	55.56%
Male	133	130	97.74%	2.26%	28.68%
American Indian or Alaska Native	0	0	0	0	0
Asian	–	–	–	–	–
Black or African American	–	–	–	–	–
Filipino	–	–	–	–	–
Hispanic or Latino	246	241	97.97%	2.03%	40.83%
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	-	-	-	-	-
English Learners	119	117	98.32%	1.68%	22.93%
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	198	197	99.49%	0.51%	37.76%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	37	92.50%	7.50%	16.22%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 17: 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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	261	258	98.85%	1.15%	33.72%
Female	128	128	100%	0	37.50%
Male	133	130	97.74%	2.26%	30%
American Indian or Alaska Native	0	0	0	0	0
Asian	–	–	–	–	–
Black or African American	–	-	-	-	-
Filipino	–	–	–	–	–
Hispanic or Latino	246	243	98.78%	1.22%	32.92%
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	–	–	–	–	–
White	–	–	–	–	–
English Learners	119	119	100%	0	16.81%
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	198	198	100%	0	31.31%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	37	92.50%	7.50%	16.22%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 18: 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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8 and high school)	N/T	6.98%	–	22.71%	28.5%	29.47%

Note: Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Table 19: CAASPP Test Results in Science by Student Group Grades Five, Eight, and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	86	98.85%	1.15%	6.98$
Female	44	44	100%	0	13.64%
Male	43	42	97.67%	2.33%	0
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	0	0	0	0	0
Hispanic or Latino	85	84	98.82%	1.18%	7.14%
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	–	–	–	–	–
White	–	–	–	-	-
English Learners	37	37	100%	0	2.70%
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	64	100%	0	6.25%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	11	91.67%	8.33%	0

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 20: Career Technical Education Programs (School Year 2021–22)

[Narrative provided by the LEA]

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

- *A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and*
- *A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and*
- *A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.]*

Table 21: Career Technical Education (CTE) Participation (School Year 2021–22)

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

Table 22: Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 23: California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	98%	100%	100%
7	100%	100%	100%	100%	100%
9	N/A	N/A	N/A	N/A	N/A

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 24: Opportunities for Parental Involvement (School Year 2022–23)

[Narrative provided by the LEA]

[Use this space to provide information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.]

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 (Dia de Apoyo, Back to School Night, Network-wide Parent Ed Series, Cafecitos etc.), Parent Committees (ELAC and Parent Leadership Team, etc.) and participation in Annual Family-School Relationships Surveys.

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.

Commented [3]: Table 25 & Table 26 N/A

Table 25: Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]
Graduation Rate	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]	[DPC]

Table 26: Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2021–22)

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

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Table 27: Chronic Absenteeism by Student Group (School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	411	404	197	48.8%
Female	214	212	106	50%
Male	197	192	91	47.4%
American Indian or Alaska Native	0	0	0	0
Asian	3	3	0	0
Black or African American	2	2	0	0
Filipino	0	0	0	0
Hispanic or Latino	389	382	194	50.8%
Native Hawaiian or Pacific Islander	0	0	0	0
Two or More Races	2	2	0	0
White	9	9	1	11.1%
English Learners	202	200	109	54.5%
Foster Youth	1	0	0	0
Homeless	1	1	1	100%
Socioeconomically Disadvantaged	297	295	153	51.9%
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	53	52	29	55.8%

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 28: Suspensions and Expulsions for School Year 2019–20 Only (data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0	0	0.2
Expulsions	0	0	0

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.21%	3.65%	1.04%	1.64%	2.45%	3.17%
Expulsions	0	0	0	0	0.05%	0.07%

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 by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.6%	0
Female	2.8%	0
Male	4.57%	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	3.6%	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	3.47%	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.38%	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.66%	0

Table 31: School Safety Plan (School Year 2022–23)

[Narrative provided by the LEA]
[Use this space to provide information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with faculty and a student representative; as well as a brief description of the key elements of the plan.] Safety Plan linked here.

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 32: Average Class Size and Class Size Distribution (Elementary) (School Year 2019–20)

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

*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 33: Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

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

*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 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21	1	1	
1	22		2	
2	17	1	2	
3	24		2	
4	22	1	1	
5	16	1	2	
6	23	3	3	
Other**				

*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 (Secondary) (School Year 2019–20)

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

*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.

Table 36: Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

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

*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.

Table 37: Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

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

*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.

Table 38: Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	0

*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.

Table 39: Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

*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.

Table 40: Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,954	$3,101	$9,852	$66,084
District	N/A	N/A	[DPL]	$95,813
Percent Difference – School Site and District	N/A	N/A	[DPL]	[DPL]
State	N/A	N/A	[DPC]	[DPC]
Percent Difference – School Site and State	N/A	N/A	[DPL]	[DPL]

Note: Cells with N/A values do not require data.

Table 41: Types of Services Funded (Fiscal Year 2021–22)

[Narrative provided by the LEA]

[Provide specific information about the types of programs and services available at the school that support and assist students.]

A list of supports provided to all students/A list of resources used to support all learners (staff, curricula, technology) is below.

Technology to Assist with Differentiated Instruction (Academics)

- Dreambox personalized math learning platform - Provided daily to weekly to students during our math block in grades K-8. The lessons are at the students current math level and they are adaptive.
- Achieve3000 personalized reading learning platform - Provided daily to weekly to students during our Spanish and English reading block for informational texts in grades 3-8. The lessons are at the students current reading level and they are adaptive.
- SmartyAnts personalized foundational skills learning platform - Provided daily to weekly to students during our Spanish and English reading block in grades K-1. The lessons are at the students current level of literacy and they are adaptive.
- 1 to 1 Chromebooks grades 2 - 8 - Provided to students to access online learning platforms during centers/stations.
- 2:1 iPads grades K-1 - Provided to students to access online learning platforms during centers/stations.

Staff that Supports/Assist Students

- Dean of Culture to support teachers, students and families with on site resources and community resources. Dean of Culture supports check-ins for individual students as needed, leading restorative practices with small groups or classrooms, meeting with parents to engage students in school, addressing absenteeism concerns with families.
- Principal, business manager and coach to support students as needed. This can include student check-ins or building relationships with students to better understand their needs and help teachers support them or to direct students to

the Dean of Culture.
- Behaviorists and other contracted staff to support students as needed per IEP
- Part-time counselor is on site to support students with counseling and to support classroom teachers with strategies to support students.
- Associate teachers in grades K-2 to support students academically and behaviorally.

Resources/Processes
- Academic
    - Tiered Strategies include differentiation within math and literacy blocks, one-on-one and small group time with the teacher or associate teachers, personalized learning platforms, our SST process, our IEP process, positive reinforcement, formal behavior plans, alls whole whole-school initiatives for behavior ,school-wide systems and routines for students such as Character Counts Tickets and Think=It Through Sheets.
    - SST Process - Student Success Team to identify students who are struggling academically or behaviorally or who are over-achieving academically and need additional classroom support to stay engaged and make progress. Teams include teacher, administrator and parent and others as needed.
    - Parent-teacher conferences - Completed twice per year but also as needed to update parents and work together to support students.
    - Data Meetings and Intellectual Preparation sessions with teacher teams to develop plans for groups of students or individual students. These are done weekly in response to data and so that teachers know how to assist the class whole group, small group and individual students.
- SEL
    - Bi-Weekly Plaza - Typically led by principal or Dean of Culture with a focus on school culture and building character traits or centering on what behaviors related to strong values looks like. Includes celebrations of students in academics and Student of the Month.
    - SEL Check Ins with students within the classroom with teacher or AT and as needed outside the classroom with other staff. Teachers also have daily SEL time in their class schedule to either build community or address student SEL.
    - Toolbox - Our SEL curriculum teaching strategies on how to cope with strong emotions.

Table 42: Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	55,315	52640.75
Mid-Range Teacher Salary	95,623	83981.39
Highest Teacher Salary	110,795	107521.97
Average Principal Salary (Elementary)	139,606	136246.56
Average Principal Salary (Middle)	139,423	142247.57
Average Principal Salary (High)	0	139199
Superintendent Salary	242,254	242165.89
Percent of Budget for Teacher Salaries	34.38	34.07
Percent of Budget for Administrative Salaries	5.39	5.47

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Table 43: Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses: [DPC]

Commented [4]: N/A to Voices

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

*Where there are student course enrollments of at least one student.

Table 44: Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	85	135	105

Voices College-Bound Language Academy at Morgan Hill

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	16870 Murphy Ave. Morgan Hill, CA , 95037-2894	**Principal:**	Vicky Lopez
Phone:	408-791-1700	**Grade Span:**	

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 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.

About This School

Vicky Lopez

Principal, Voices College-Bound Language Academy at Morgan Hill

About Our School



We are so excited to begin another year together here at Voices Morgan Hill! This year, we are faced with the challenge of operating from three school sites, but we have been able to succeed with the support of our staff, students, and families. We continue to grow in our resilience and our dedication to the success of our students. We are working hard this year to make sure we keep our community strong and maintain rigorous academics for all of our students. Our students continue to show pride in their school and their community!

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 in person. Our data driven approach continues to inform our instruction. We are excited to see what 2022-2023 will bring for us and our students, Si Se Puede!

Contact

Voices College-Bound Language Academy at Morgan Hill
16870 Murphy Ave.
Morgan Hill, CA 95037-2894

Phone: 408-791-1700
Email: vlopez@voicescharterschool.com

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Santa Clara County Office of Education
Phone Number	408-453-6500
Superintendent	Ann Dewan Ph.D., Mary
Email Address	mdewan@sccoe.org
Website	www.voicescharterschool.com

School Contact Information (School Year 2022–23)

School Name	Voices College-Bound Language Academy at Morgan Hill
Street	16870 Murphy Ave.
City, State, Zip	Morgan Hill, CA , 95037-2894
Phone Number	408-791-1700
Principal	Vicky Lopez
Email Address	lramirez@voicescharterschool.com
Website	www.voicescharterschool.com
County-District-School (CDS) Code	43104390131748

Last updated: 1/24/23

School Description and Mission Statement (School Year 2022–23)

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.

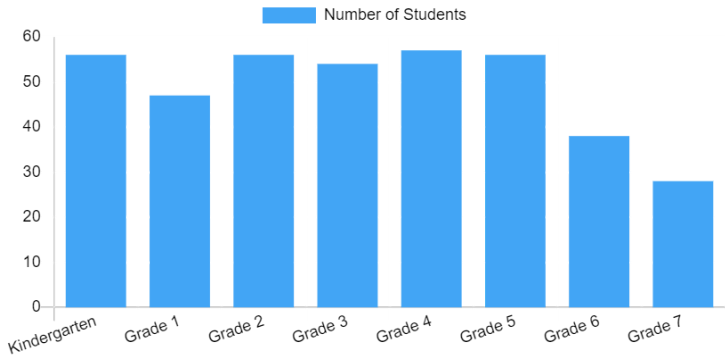
Mission: Voices College-Bound Language Academy at Morgan Hill will prepare all students for the challenges of higher education through the context of an academically rigorous dual language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking skills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

Last updated: 1/24/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	56
Grade 1	47
Grade 2	56
Grade 3	54
Grade 4	57
Grade 5	56
Grade 6	38
Grade 7	28
Total Enrollment	392



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/24/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	51.00%
Male	49.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	5.00%
Black or African American	0.00%
Filipino	5.00%
Hispanic or Latino	98.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	1.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	61.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	78.00%
Students with Disabilities	11.00%

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

Teacher Preparation and Placement (School Year 2020–21)

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)	3.00	23.08	375.30	58.14	228366.10	83.12
Intern Credential Holders Properly Assigned	4.00	30.77	48.80	7.56	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.00	46.15	101.70	15.76	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	47.10	7.30	12115.80	4.41
Unknown	0.00	0.00	72.50	11.24	18854.30	6.86
Total Teaching Positions	13.00	100.00	645.50	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/27/23

Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/27/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	6.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	6.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	71.40	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education Navigator August 2019	Yes	0%
Mathematics	Eureka Math Achievement First Math August 2016	Yes	0%
Science	Elevate Science- Online	Yes	0%
History-Social Science	Social Studies Alive September 2015	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/27/23

School Facility Conditions and Planned Improvements

?**Voices College-Bound Language Academies at Morgan Hill makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, we utilized our facilities audit report from CharterSafe. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, restroom facilities, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use.**?

Last updated: 1/27/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: May 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Fair	? • **Light covering should be affixed** • **Wooden building materials and trim should be thoroughly examined to determine extent of damage and necessary corrective action** • **Suspended ceiling tiles should be properly aligned to help ensure they do not drop onto furnishings and/or persons** • **Holes in walls or ceilings should be sealed/covered in a way that ensure the sprinkler head is not obstructed or damaged.** • **Damaged ceiling tiles should be repaired or replaced and maintained in place.** • **Damaged floor tiles and/or linoleum should be repaired and/or replaced to reduce trip/fall hazards.** • **Rugs should be secured at edges or removed** • **Damaged floors should be repaired to reduce trip/fall hazards** • **Damaged carpeting on steps should be repaired.** ?
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	? • **Number of stored items should be reduced, if necessary, to provide adequate passage through each area. Obsolete and unneeded items should be discarded.** • **Walking surfaces should be cleared of stored materials and clutter?**
Electrical: Electrical	Fair	? • **All missing and/or damaged electric switches and wallplates should be repaired and/or replaced.** • **Missing floor receptacle covers should be replaced.** • **Damaged receptacles to be repaired by qualified person** • **Personnel should replace the outlet covers when outlets are not in use.** ?
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	? • **Evacuation maps depicting the "You Are HEre" location and the primary and secondary (if applicable) evacuation routes should be posted throughout the facility.**

System Inspected	Rating	Repair Needed and Action Taken or Planned
		• **Consideration should be given to include the location of fire extinguishers, fire alarm pull stations, emergency shutoff switches, and other emergency equipment and areas on each map.** • **Alarmed exit doors, especially doors that lead to the public way, should not be disabled or propped in an open position.** • **Emergency exit doors and their alarm system should be inspected on a regular basis to ensure proper function.** • **A qualified person should inspect, service, and/or repair the door as necessary. All inspections and repairs should be documented.** • **Fire extinguishers should be inspected on a monthly basis to ensure they are properly mounted, the seals and pull pins are still intact, and the units are fully charged and ready for use. The monthly inspection should be documented with the inspector's initials on back of annual inspection tag.** • **Fire extinguishers should not be obstructed.** • **Missing fire extinguishers should be replaced and properly wall mounted?**
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate

Year and month of the most recent FIT report: May 2022

Overall Rating	Good

Last updated: 1/27/23

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).

- **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.

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	33%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	25%	N/A	43%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
Note: Percentages are not calculated when the number of students tested 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: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/24/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	209	209	100.00	0.00	32.54
Female	99	99	100.00	0.00	29.29
Male	110	110	100.00	0.00	35.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	205	205	100.00	0.00	32.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	131	131	100.00	0.00	18.32
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	177	177	100.00	0.00	28.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	11.54

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	209	208	99.52	0.48	25.00
Female	99	99	100.00	0.00	23.23
Male	110	109	99.09	0.91	26.61
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	205	204	99.51	0.49	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	131	130	99.24	0.76	12.31
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	177	176	99.44	0.56	23.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	7.69

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	18.00	--	2.56	28.5	29.47

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	50	98.04	1.96	18.00
Female	23	23	100.00	0.00	17.39
Male	28	27	96.43	3.57	18.52
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	0	0	0	0	0
Hispanic or Latino	50	49	98.00	2.00	18.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	25	24	96.00	4.00	4.17
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	36	97.30	2.70	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Last updated: 1/24/23

Career Technical Education (CTE) Programs (School Year 2021–22)

Last updated: 1/27/23

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

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

Last updated: 1/27/23

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

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/27/23

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

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98%	98%	98%	98%	98%
7	100%	100%	100%	96%	100%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/23

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

Opportunities for Parental Involvement (School Year 2022–23)

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 (Dia de Apoyo, Network-wide Parent Ed Series, Cafecitos and Voices Middle School Parent Meetings etc.), Parent Committees (ELAC and Parent Leadership Team, etc.) and participation in Annual Family-School Relationships 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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate					17.90%	14.60%	8.9%	9.4%	7.8%
Graduation Rate					58.90%	59.00%	84.2%	83.6%	87.0%

Last updated: 1/27/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

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

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Last updated: 1/27/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	407	402	171	42.5
Female	205	204	81	39.7
Male	202	198	90	45.5
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	2	100.0
Black or African American	0	0	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	394	389	164	42.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	4	4	1	25.0
English Learners	274	271	117	43.2
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	326	322	136	42.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	48	46	25	54.3

Last updated: 1/24/23

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

Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	1.28%	2.45%
Expulsions	0.00%	0.01%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.98%	0.05%	0.94%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

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.

Last updated: 1/24/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.98	0.00
Female	1.46	0.00
Male	0.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.02	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.73	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.08	0.00

Last updated: 1/24/23

School Safety Plan (School Year 2022–23)

?**Morgan Hill Advent Safety Plan linked here.**?

?**Morgan Hill Peak Safety Plan linked here.**

?**Morgan Hill at MHCCC Plan linked here.**?

Last updated: 1/25/23

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	2	1	
1	29.00		2	
2	29.00		2	
3	31.00		2	
4	22.00		2	
5	31.00		1	
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	2	1	
1	29.00		2	
2	29.00		2	
3	30.00		2	
4	31.00		2	
5	20.00	2		
6	31.00		1	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	2	1	
1	16.00	2	1	
2	28.00		2	
3	18.00	1	2	
4	29.00		2	
5	28.00		2	
6	19.00	6		
Other**				

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–20)

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

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21)

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

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

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

* 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.

Last updated: 1/27/23

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	784.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10371.00	$3640.00	$6731.00	$64066.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/18/23

Types of Services Funded (Fiscal Year 2021–22)

A list of supports provided to all students/A list of resources used to support all learners (staff, curricula, technology) is below.

Technology to Assist with Differentiated Instruction (Academics)

- **Dreambox personalized math learning platform - Provided daily to weekly to students during our math block in grades K-8. The lessons are at the students current math level and they are adaptive.**
- **Achieve3000 personalized reading learning platform - Provided daily to weekly to students during our Spanish and English reading block for informational texts in grades 3-8. The lessons are at the students current reading level and they are adaptive.**
- **SmartyAnts personalized foundational skills learning platform - Provided daily to weekly to students during our Spanish and English reading block in grades K-1. The lessons are at the students current level of literacy and they are adaptive.**
- **1 to 1 Chromebooks grades 2 - 8 - Provided to students to access online learning platforms during centers/stations.**
- **2:1 iPads grades K-1 - Provided to students to access online learning platforms during centers/stations.**

Staff that Supports/Assist Students

- **Dean of Culture to support teachers, students and families with on site resources and community resources. The Dean of Culture supports check-ins for individual students as needed, leading restorative practices with small groups or classrooms, meeting with parents to engage students in school, addressing absenteeism concerns with families.**
- **Principal, business manager and coach to support students as needed. This can include student check-ins or building relationships with students to better understand their needs and help teachers support them or to direct students to the Dean of Culture.**
- **Behaviorists and other contracted staff to support students as needed per IEP**
- **Part-time counselor is on site to support students with counseling and to support classroom teachers with strategies to support students.**
- **Associate teachers in grades K-2 to support students academically and behaviorally.**

Resources/Processes

- **Academic**
  - **Tiered Strategies include differentiation within math and literacy blocks, one-on-one and small group time with the teacher or associate teachers, personalized learning platforms, our SST process, our IEP process, positive reinforcement, formal behavior plans, alls whole whole-school initiatives for behavior,school-wide systems and routines for students such as Character Counts Tickets and Think=It Through Sheets.**
  - **SST Process - Student Success Team to identify students who are struggling academically or behaviorally or who are over-achieving academically and need additional classroom support to stay engaged and make progress. Teams include teacher, administrator and parent and others as needed.**
  - **Parent-teacher conferences - Completed twice per year but also as needed to update parents and work together to support students.**
  - **Data Meetings and Intellectual Preparation sessions with teacher teams to develop plans for groups of students or individual students. These are done weekly in response to data and so that teachers know how to assist the class whole group, small group and individual students.**
- **SEL**
  - **Weekly Plaza - Typically led by principal or Dean of Culture with a focus on school culture and building character traits or centering on what behaviors related to strong values looks like. Includes celebrations of students in academics and Student of the Month.**
  - **SEL Check Ins with students within the classroom with teacher or AT and as needed outside the classroom with other staff. Teachers also have daily SEL time in their class schedule to either build community or address student SEL.**
  - **Toolbox - Our SEL curriculum teaching strategies on how to cope with strong emotions.**

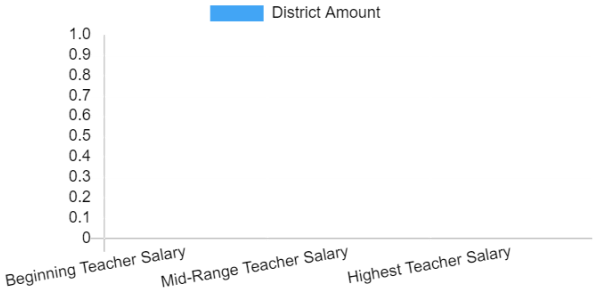
Last updated: 1/27/23

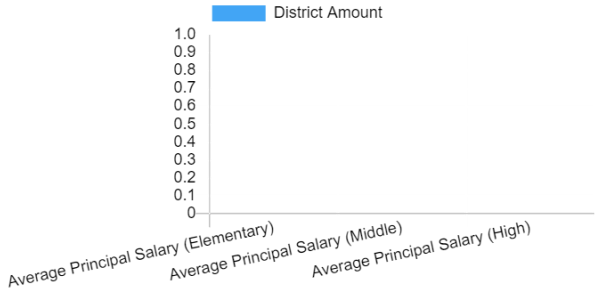
Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.





Last updated: 1/27/23

Advanced Placement (AP) Courses (School Year 2021–22)

Percent of Students in AP Courses

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

* Where there are student course enrollments of at least one student.

Last updated: 1/27/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	85	135	135

Last updated: 1/27/23

Academia de idiomas Voices College-Bound en Morgan Hill

Informe de responsabilidad escolar 2021–22

Reportado utilizando datos del año escolar 2021–22

Departamento de Educación de California

Dirección:	16870 Murphy Ave. Morgan Hill, CA, 95037-2894	**Director de escuela:**	vicky lopez
Teléfono:	408-791-1700	**Rango de grado:**	

Para el 1 de febrero de cada año, la ley estatal requiere que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Bajo la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Responsabilidad y Control Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser consistentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a los informes del año anterior, consulte la página web del SARC del Departamento de Educación de California (CDE) en https://www.cde.ca.gov/ta/ac/sa/ .
- For more information about the LCFF or 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.

About This School

Vicky Lopez

Principal, Voices College-Bound Language Academy at Morgan Hill

About Our School



We are so excited to begin another year together here at Voices Morgan Hill! This year, we are faced with the challenge of operating from three school sites, but we have been able to succeed with the support of our staff, students, and families. We continue to grow in our resilience and our dedication to the success of our students. We are working hard this year to make sure we keep our community strong and maintain rigorous academics. Our students continue to show pride in their school and their community!

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 in person. Our data driven approach continues to inform our instruction. We are excited to see what 2022-2023 will bring for us and our students, Si Se Puede!

Contact

Voices College-Bound Language Academy at Morgan Hill
16870 Murphy Ave.
Morgan Hill, CA 95037-2894

Phone: 408-791-1700
Email: vlopez@voicescharterschool.com

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Santa Clara County Office of Education
Phone Number	408-453-6500
Superintendent	Dewan, Ph.D., Mary Ann
Email Address	mdewan@sccoe.org
Website	https://www.sccoe.org

School Contact Information (School Year 2022–23)

School Name	Voices College-Bound Language Academy at Morgan Hill
Street	16870 Murphy Ave.
City, State, Zip	Morgan Hill, CA , 95037-2894
Phone Number	408-791-1700
Principal	Vicky Lopez
Email Address	lramirez@voicescharterschool.com
Website	www.voicesacademies.org
County-District-School (CDS) Code	43104390131748

Last updated: 2/2/23

School Description and Mission Statement (School Year 2022–23)

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.

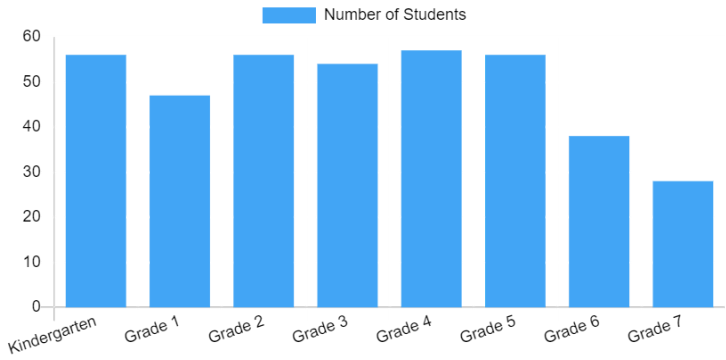
Vision:

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.

Last updated: 2/2/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	56
Grade 1	47
Grade 2	56
Grade 3	54
Grade 4	57
Grade 5	56
Grade 6	38
Grade 7	28
Total Enrollment	392



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/24/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	51.00%
Male	49.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	5.00%
Black or African American	0.00%
Filipino	5.00%
Hispanic or Latino	98.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	1.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	61.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	78.00%
Students with Disabilities	11.00%

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

Teacher Preparation and Placement (School Year 2020–21)

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)	3.00	23.08	375.30	58.14	228366.10	83.12
Intern Credential Holders Properly Assigned	4.00	30.77	48.80	7.56	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.00	46.15	101.70	15.76	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	47.10	7.30	12115.80	4.41
Unknown	0.00	0.00	72.50	11.24	18854.30	6.86
Total Teaching Positions	13.00	100.00	645.50	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/27/23

Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/27/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	6.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	6.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	71.40	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education Navigator August 2019	Yes	0%
Mathematics	Eureka Math Achievement First Math August 2016	Yes	0%
Science	Elevate Science- Online	Yes	0%
History-Social Science	Social Studies Alive September 2015	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/27/23

School Facility Conditions and Planned Improvements

Voices College-Bound Language Academies at Morgan Hill makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, we utilized our facilities audit report from CharterSafe. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, restroom facilities, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use.

Last updated: 2/2/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: May 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Fair	Light covering should be affixed Wooden building materials and trim should be thoroughly examined to determine extent of damage and necessary corrective action Suspended ceiling tiles should be properly aligned to help ensure they do not drop onto furnishings and/or persons Holes in walls or ceilings should be sealed/covered in a way that ensure the sprinkler head is not obstructed or damaged. Damaged ceiling tiles should be repaired or replaced and maintained in place. Damaged floor tiles and/or linoleum should be repaired and/or replaced to reduce trip/fall hazards. Rugs should be secured at edges or removed Damaged floors should be repaired to reduce trip/fall hazards Damaged carpeting on steps should be repaired
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Number of stored items should be reduced, if necessary, to provide adequate passage through each area. Obsolete and unneeded items should be discarded. Walking surfaces should be cleared of stored materials and clutter
Electrical: Electrical	Fair	All missing and/or damaged electric switches and wallplates should be repaired and/or replaced. Missing floor receptacle covers should be replaced. Damaged receptacles to be repaired by qualified person Personnel should replace the outlet covers when outlets are not in use.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Fair	Evacuation maps depicting the "You Are Here" location and the primary and secondary (if applicable) evacuation routes should be posted throughout the facility. Consideration should be given to include the location of fire extinguishers, fire alarm pull stations, emergency shutoff switches, and other emergency equipment and areas on each map. Alarmed exit doors, especially doors that lead to the public way, should not be disabled or propped in an open position. Emergency exit doors and their alarm system should be inspected on a regular basis to ensure proper function. A qualified person should inspect, service, and/or repair the door as necessary. All inspections and repairs should be documented. Fire extinguishers should be inspected on a monthly basis to ensure they are properly mounted, the seals and pull pins are still intact, and the units are fully charged and ready for use. The monthly inspection should be documented with the

		are still intact, and the units are fully charged and ready for use. The monthly inspection should be documented with the inspector's initials on back of annual inspection tag.
System Inspected	**Rating**	**Repair Needed and Action Taken or Planned**
		Fire extinguishers should not be obstructed. Missing fire extinguishers should be replaced and properly wall mounted
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

Overall Facility Rate

Year and month of the most recent FIT report: May 2022

Overall Rating	Good

Last updated: 2/2/23

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).

- **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.

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	33%	N/A	50%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	25%	N/A	43%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
Note: Percentages are not calculated when the number of students tested 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: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/24/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	209	209	100.00	0.00	32.54
Female	99	99	100.00	0.00	29.29
Male	110	110	100.00	0.00	35.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	205	205	100.00	0.00	32.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	131	131	100.00	0.00	18.32
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	177	177	100.00	0.00	28.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	11.54

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	209	208	99.52	0.48	25.00
Female	99	99	100.00	0.00	23.23
Male	110	109	99.09	0.91	26.61
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	205	204	99.51	0.49	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	131	130	99.24	0.76	12.31
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	177	176	99.44	0.56	23.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	26	100.00	0.00	7.69

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	18.00	--	2.56	28.5	29.47

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	50	98.04	1.96	18.00
Female	23	23	100.00	0.00	17.39
Male	28	27	96.43	3.57	18.52
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	0	0	0	0	0
Hispanic or Latino	50	49	98.00	2.00	18.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	25	24	96.00	4.00	4.17
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	36	97.30	2.70	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Last updated: 1/24/23

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

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	98%	98%	98%	98%	98%
7	100%	100%	100%	96%	100%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/23

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

Opportunities for Parental Involvement (School Year 2022–23)

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 (Dia de Apoyo, Network-wide Parent Ed Series, Cafecitos and Voices Middle School Parent Meetings etc.), Parent Committees (ELAC and Parent Leadership Team, etc.) and participation in Annual Family-School Relationships 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

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	407	402	171	42.5
Female	205	204	81	39.7
Male	202	198	90	45.5
American Indian or Alaska Native	0	0	0	0.0
Asian	2	2	2	100.0
Black or African American	0	0	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	394	389	164	42.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	4	4	1	25.0
English Learners	274	271	117	43.2
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	326	322	136	42.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	48	46	25	54.3

Last updated: 1/24/23

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

Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	1.28%	2.45%
Expulsions	0.00%	0.01%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.98%	0.05%	0.94%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%

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.

Last updated: 1/24/23

Suspensions and Expulsions by Student Group
(School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.98	0.00
Female	1.46	0.00
Male	0.50	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.02	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.73	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.23	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.08	0.00

Last updated: 1/24/23

School Safety Plan (School Year 2022–23)

Morgan Hill Advent Safety Plan linked here.
Morgan Hill Peak Safety Plan linked here.
Morgan Hill at MHCCC Plan linked here.

Last updated: 2/2/23

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	20.00	2	1	
1	29.00		2	
2	29.00		2	
3	31.00		2	
4	22.00		2	
5	31.00		1	
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	2	1	
1	29.00		2	
2	29.00		2	
3	30.00		2	
4	31.00		2	
5	20.00	2		
6	31.00		1	
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	2	1	
1	16.00	2	1	
2	28.00		2	
3	18.00	1	2	
4	29.00		2	
5	28.00		2	
6	19.00	6		
Other**				

* 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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	784.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10371.00	$3640.00	$6731.00	$64066.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/18/23

Types of Services Funded (Fiscal Year 2021–22)

A list of supports provided to all students/A list of resources used to support all learners (staff, curricula, technology) is below.

Technology to Assist with Differentiated Instruction (Academics)

Dreambox personalized math learning platform - Provided daily to weekly to students during our math block in grades K-8. The lessons are at the students current math level and they are adaptive.

Achieve3000 personalized reading learning platform - Provided daily to weekly to students during our Spanish and English reading block for informational texts in grades 3-8. The lessons are at the students current reading level and they are adaptive.

SmartyAnts personalized foundational skills learning platform - Provided daily to weekly to students during our Spanish and English reading block in grades K-1. The lessons are at the students current level of literacy and they are adaptive.

1 to 1 Chromebooks grades 2 - 8 - Provided to students to access online learning platforms during centers/stations.

2:1 iPads grades K-1 - Provided to students to access online learning platforms during centers/stations.

Staff that Supports/Assist Students

Dean of Culture to support teachers, students and families with on site resources and community resources. The Dean of Culture supports check-ins for individual students as needed, leading restorative practices with small groups or classrooms, meeting with parents to engage students in school, addressing absenteeism concerns with families.

Principal, business manager and coach to support students as needed. This can include student check-ins or building relationships with students to better understand their needs and help teachers support them or to direct students to the Dean of Culture.

Behaviorists and other contracted staff to support students as needed per IEP

Part-time counselor is on site to support students with counseling and to support classroom teachers with strategies to support students.

Associate teachers in grades K-2 to support students academically and behaviorally.

Resources/Processes

Academic

Tiered Strategies include differentiation within math and literacy blocks, one-on-one and small group time with the teacher or associate teachers, personalized learning platforms, our SST process, our IEP process, positive reinforcement, formal behavior plans, alls whole whole-school initiatives for behavior,school-wide systems and routines for students such as Character Counts Tickets and Think=It Through Sheets.

SST Process - Student Success Team to identify students who are struggling academically or behaviorally or who are over-achieving academically and need additional classroom support to stay engaged and make progress. Teams include teacher, administrator and parent and others as needed.

Parent-teacher conferences - Completed twice per year but also as needed to update parents and work together to support students.

Data Meetings and Intellectual Preparation sessions with teacher teams to develop plans for groups of students or individual students. These are done weekly in response to data and so that teachers know how to assist the class whole group, small group and individual students.

SEL

Weekly Plaza - Typically led by principal or Dean of Culture with a focus on school culture and building character traits or centering on what behaviors related to strong values looks like. Includes celebrations of students in academics and Student of the Month.

SEL Check Ins with students within the classroom with teacher or AT and as needed outside the classroom with other staff. Teachers also have daily SEL time in their class schedule to either build community or address student SEL.

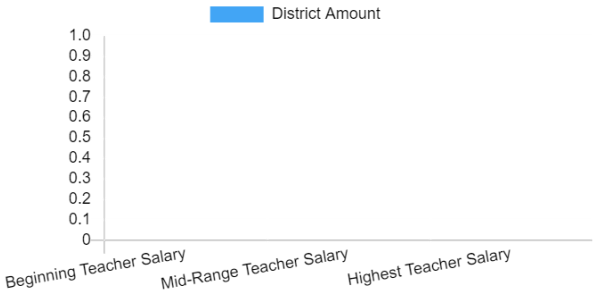
Toolbox - Our SEL curriculum teaching strategies on how to cope with strong emotions.

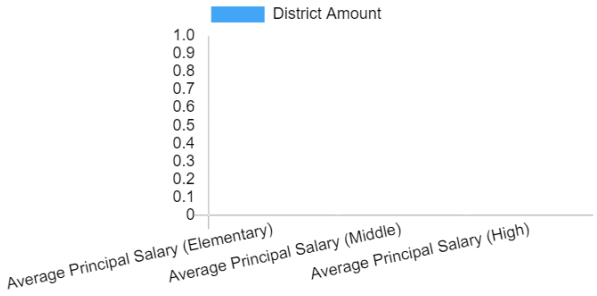
Última actualización: 2/2/23

Salarios administrativos y de maestros (año fiscal 2020–21)

Categoría	Distrito Cantidad	Promedio estatal para distritos en la misma categoría
Salario de maestro principiante	--	--
Salario de maestros de rango medio	--	--
salario de maestro más alto	--	--
Salario principal promedio (primaria)	--	--
Salario principal promedio (medio)	--	--
Salario principal promedio (alto)	--	--
Salario del superintendente	--	--
Porcentaje del presupuesto para salarios de maestros	--	--
Porcentaje del presupuesto para salarios administrativos	--	--

Para obtener información detallada sobre los salarios, consulte la página web de CDE Certificated Salaries & Benefits en https://www.cde.ca.gov/ds/fd/cs/ .





Última actualización: 27/01/23

Desarrollo profesional

Medida	2020-21	2021-22	2022-23
Número de días escolares dedicados al desarrollo del personal y la mejora continua	85	135	135

Última actualización: 27/01/23

Voices College Bound Language Academy at Stockton

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	321 East Weber Ave. Stockton, CA , 95202-2707	**Principal:**	Myra Jauregui
Phone:	209-455-5162	**Grade Span:**	

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 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.

About This School

Myra Jauregui

Principal, Voices College Bound Language Academy at Stockton

About Our School



Voices Stockton is half way to completing year three! So many individuals from Voices and the Stockton community continue to put an extreme amount of effort in supporting our school as we begin to normalize ourselves after the 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 school year 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 fully on campus, teachers have continued to develop 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 coming back from having multiple classroom closures 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 lessons to close the learning gaps lost during last year's closers and staff shortage. 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!

Contact

Voices College Bound Language Academy at Stockton
321 East Weber Ave.
Stockton, CA 95202-2707

Phone: 209-455-5162
Email: mjauregui@voicescharterschool.com

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Stockton Unified
Phone Number	209-933-7070
Superintendent	Miller, Traci
Email Address	tmiller@stocktonusd.net
Website	www.stocktonusd.net

School Contact Information (School Year 2022–23)

School Name	Voices College Bound Language Academy at Stockton
Street	321 East Weber Ave.
City, State, Zip	Stockton, CA , 95202-2707
Phone Number	209-455-5162
Principal	Myra Jauregui
Email Address	lramirez@voicescharterschool.com
Website	www.voicesacademies.org
County-District-School (CDS) Code	39686760139907

Last updated: 2/3/23

School Description and Mission Statement (School Year 2022–23)

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:

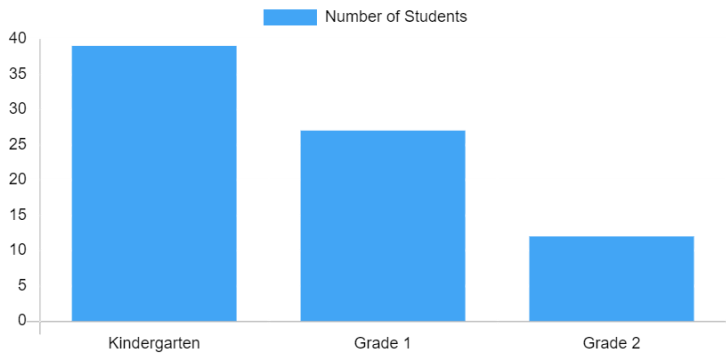
All students graduating from Voices College-Bound Language Academy at Stockton will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and developing a deep understanding of subject matter. Students will have a heightened 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.

Last updated: 2/3/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	39
Grade 1	27
Grade 2	12
Total Enrollment	78



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 2/3/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	46.00%
Male	54.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	6.00%
Filipino	0.00%
Hispanic or Latino	90.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.00%
White	1.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	35.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	72.00%
Students with Disabilities	6.00%

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

Teacher Preparation and Placement (School Year 2020–21)

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)	1.00	33.33	1200.00	66.31	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	142.30	7.87	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	66.67	87.10	4.81	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	34.50	1.91	12115.80	4.41
Unknown	0.00	0.00	345.50	19.10	18854.30	6.86
Total Teaching Positions	3.00	100.00	1809.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/20/23

Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/20/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	2.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	40.00	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education Navigator August 2020	Yes	0%
Mathematics	Eureka Math Achievement First Math August 2020	Yes	0%
Science			0%
History-Social Science			0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 2/3/23

School Facility Conditions and Planned Improvements

Voices College-Bound Language Academies at Stockton makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, we utilized our facilities audit report from CharterSafe. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, restroom facilities, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use.

Last updated: 2/3/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: May 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	All loose wallplates should be repaired and/or replaced. The hole should be patched to eliminate the access to the wirings The source of the water intrusion should be determined and corrective action taken to prevent recurrence. Strapping should be installed at points within the upper one-third and lower one-third of the water heater's vertical dimensions. At the lower point, a minimum distance of four inches (102 mm) is required to be maintained between the controls with the strapping above them. The securing straps or anchors should be fastened to the concrete floor, wall studs, or floor joists. The manner of securing the water heaters should be acceptable to the Authority Having Jurisdiction (AHJ).
Interior: Interior Surfaces	Fair	Broken windows should be repaired or replaced. Consideration should be given to coating windows located in areas where breakage frequently occurs with safety/security film. Any damage to the walls or wall coverings should be repaired. The holes should be sealed. These rugs should be secured at the edges or removed. Missing and damaged floor tiles and/or linoleum should be repaired and/or replaced to reduce trip/fall hazards. The carpeting should be repaired or replaced in accordance with the manufacturer's recommendations. The damaged carpeting on the steps should be repaired. Until the repairs can be made, warning signs should be placed in the vicinity of the damage to warn users away from the damaged areas and reduce the risk of injury incidents through increased awareness of conditions.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	All areas should be cleaned and organized to reduce injury and property damage hazards. The area should be maintained in a neat and orderly manner, free from any condition that would create a fire or life hazard or a condition which would add to or contribute to the rapid spread of fire.
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	The fire extinguishers should be inspected on a monthly basis to ensure they are properly mounted, the seals and pull pins are still intact, and the units are fully charged and ready for use. The monthly inspection should be documented with the inspector's initials on the back of the annual inspection tag. The units that were not inspected should be replaced with fully charged and recently inspected fire extinguishers. Consideration should be given to numbering each fire extinguisher location and developing a map to show each fire extinguisher location to reduce the potential for overlooking one of the fire extinguishers during the servicing process.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		In addition, the annual fire extinguisher service provider should be required to annually change the color of the inspection tags. The difference in tag color would increase the ease of identifying overlooked fire extinguishers.
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

Overall Facility Rate

Year and month of the most recent FIT report: May 2022

Overall Rating	Good

Last updated: 2/3/23

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).

- **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.

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A		N/A		N/A	47%
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
Note: Percentages are not calculated when the number of students tested 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: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/20/23

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 2021–22)

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

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	0	0	0	0	0
Female	0	0	0	0	0
Male	0	0	0	0	0
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	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
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	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	0	0.00	12.41	28.5	29.47

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	0	0	0	0	0
Female	0	0	0	0	0
Male	0	0	0	0	0
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	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
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	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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.

Last updated: 1/20/23

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

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	%	%	%	%	%
7	%	%	%	%	%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/23

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

Opportunities for Parental Involvement (School Year 2022–23)

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 (Dia de Apoyo, Back to School Night, Network-wide Parent Ed Series, Cafecitos etc.), Parent Committees (ELAC and Parent Leadership Team, etc.) and participation in Annual Family-School Relationships 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

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	81	77	51	66.2
Female	37	36	26	72.2
Male	44	41	25	61.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	5	5	3	60.0
Filipino	0	0	0	0.0
Hispanic or Latino	73	69	47	68.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	1	1	0	0.0
English Learners	31	30	24	80.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	68	65	44	67.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	8	8	7	87.5

Last updated: 1/24/23

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

Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	5.14%	2.45%
Expulsions	0.00%	0.07%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	0.02%	4.82%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.00%	0.07%

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.

Last updated: 1/24/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

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

Last updated: 1/24/23

School Safety Plan (School Year 2022–23)

Safety Plan linked here.

Last updated: 1/24/23

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

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

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	9.00	4		
1	9.00	1		
2				
3				
4				
5				
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	10.00	4		
1	27.00		1	
2	12.00	1		
3				
4				
5				
6				
Other**				

* 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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$33085.00	$11084.00	$22002.00	$59820.00
District	N/A	N/A	--	$78580.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6593.62	$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/27/23

Types of Services Funded (Fiscal Year 2021–22)

A list of supports provided to all students/A list of resources used to support all learners (staff, curricula, technology) is below.

Technology to Assist with Differentiated Instruction (Academics)

Dreambox personalized math learning platform - Provided daily to weekly to students during our math block in grades K-8. The lessons are at the students current math level and they are adaptive.

Achieve3000 personalized reading learning platform - Provided daily to weekly to students during our Spanish and English reading block for informational texts in grades 3-8. The lessons are at the students current reading level and they are adaptive.

SmartyAnts personalized foundational skills learning platform - Provided daily to weekly to students during our Spanish and English reading block in grades K-1. The lessons are at the students current level of literacy and they are adaptive.

1 to 1 Chromebooks grades 2 - 3 - Provided to students to access online learning platforms during centers/stations.

2:1 iPads grades K-1 - Provided to students to access online learning platforms during centers/stations.

Staff that Supports/Assist Students

Dean of Culture to support teachers, students and families with on site resources and community resources. Dean of Culture supports check-ins for individual students as needed, leading restorative practices with small groups or classrooms, meeting with parents to engage students in school, addressing absenteeism concerns with families.

Principal, business manager and coach to support students as needed. This can include student check-ins or building relationships with students to better understand their needs and help teachers support them or to direct students to the Dean of Culture.

Behaviorists and other contracted staff to support students as needed per IEP

Part-time counselor is on site to support students with counseling and to support classroom teachers with strategies to support students.

Associate teachers in grades K-2 to support students academically and behaviorally.

Resources/Processes

Academic

- Tiered Strategies include differentiation within math and literacy blocks, one-on-one and small group time with the teacher or associate teachers, personalized learning platforms, our SST process, our IEP process, positive reinforcement, formal behavior plans, alls whole whole-school initiatives for behavior,school-wide systems and routines for students such as Character Counts Tickets and Think=It Through Sheets.
- SST Process - Student Success Team to identify students who are struggling academically or behaviorally or who are over-achieving academically and need additional classroom support to stay engaged and make progress. Teams include teacher, administrator and parent and others as needed.
- Parent-teacher conferences - Completed twice per year but also as needed to update parents and work together to support students.
- Data Meetings and Intellectual Preparation sessions with teacher teams to develop plans for groups of students or individual students. These are done weekly in response to data and so that teachers know how to assist the class whole group, small group and individual students.

SEL

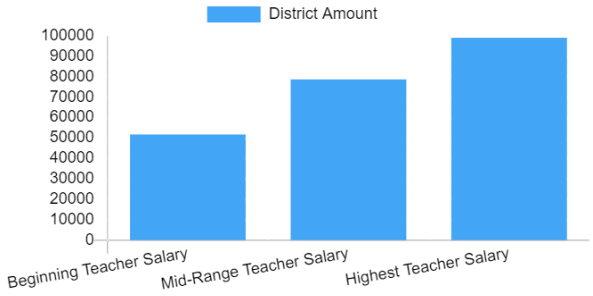
- Bi-Weekly Plaza - Typically led by principal or Parent Liaison with a focus on school culture and building character traits or centering on what behaviors related to strong values looks like. Includes celebrations of students in academics and Student of the Month.
- SEL Check Ins with students within the classroom with teacher or AT and as needed outside the classroom with other staff. Teachers also have daily SEL time in their class schedule to either build community or address student SEL.
- Toolbox - Our SEL curriculum teaching strategies on how to cope with strong emotions.

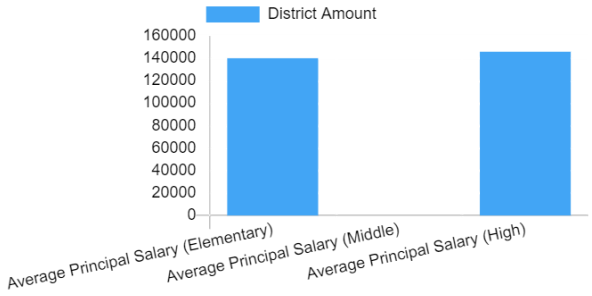
Last updated: 2/3/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51718.00	$51080.95
Mid-Range Teacher Salary	$78681.00	$77514.16
Highest Teacher Salary	$99119.00	$105763.62
Average Principal Salary (Elementary)	$140171.00	$133420.78
Average Principal Salary (Middle)	$0.00	$138593.75
Average Principal Salary (High)	$145880.00	$153391.60
Superintendent Salary	$285000.00	$298376.74
Percent of Budget for Teacher Salaries	27.84%	31.60%
Percent of Budget for Administrative Salaries	6.07%	4.97%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.





Last updated: 1/27/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	85	135	105

Last updated: 1/20/23

Voices College-Bound Language Academy en el condado de West Contra Costa

Informe de responsabilidad escolar 2021–22

Reportado utilizando datos del año escolar 2021–22

Departamento de Educación de California

Dirección:	201 Calle 28 Richmond, CA, 94804-2522	**Director de escuela:**	Keri Szymanski
Teléfono:	510-480-0504	**Rango de grado:**	

Para el 1 de febrero de cada año, la ley estatal requiere que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Bajo la Fórmula de Fin agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Responsabilidad y C den cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas p mados en un LCAP deben ser consistentes con los datos informados en el SARC.

Original text

Voices College-Bound Language Academy at West Contra Costa County

Contribute a better translation

- Para obtener más información sobre los requisitos del SARC y el acceso a los informes del ducación de California (CDE) en https://www.cde.ca.gov/ta/ac/sa/ .
- Para obtener más información sobre LCFF o LCAP, consulte la página web de CDE LCFF en
- Para obtener información adicional sobre la escuela, los padres/tutores y los miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en https://dq.cde.ca.gov/dataquest/ que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (p. ej., datos de exámenes, matriculación, graduados de la escuela secundaria, abandonos, matriculación en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Tablero de la escuela de California

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.

About This School

Keri Szymanski

Principal, Voices College-Bound Language Academy at West Contra Costa County

About Our School



As we begin the 2022-23 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. As the new Principal of Voices WCC, I want to learn and revisit our school culture, mission, and vision in order to keep working on refreshing our energy to provide students with the education they deserve.

We are now in our fifth year. We moved into a new building last year as well. Coming off of a year of distance learning or hybrid instruction, it was hard to get used to all the changes, but it is currently key for us to reinstate a sense of community with all our students, 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 the 2022-23 school year 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 our protocols for data meetings and Intellectual Prep with our instructional staff and diving into 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 in culture this year is for all members of the team to push to the highest standards both in academics and in culture. We want all Voices WCC team members to work with a high level of respect and integrity so that all students can thrive!

Contact

Voices College-Bound Language Academy at West Contra Costa County
201 28th St.
Richmond, CA 94804-2522

Phone: 510-480-0504
Email: kszymanski@voiceschartersschool.com

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

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

School Contact Information (School Year 2022–23)

School Name	Voices College-Bound Language Academy at West Contra Costa County
Street	201 28th St.
City, State, Zip	Richmond, CA , 94804-2522
Phone Number	510-480-0504
Principal	Keri Szymanski
Email Address	lramirez@voiceschartersschool.com
Website	https://voicesacademies.org
County-District-School (CDS) Code	07617960136903

Last updated: 2/3/23

School Description and Mission Statement (School Year 2022–23)

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:

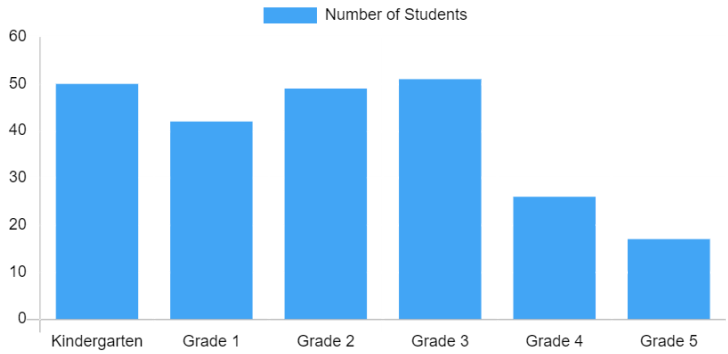
All students graduating from Voices College-Bound Language Academy at West Contra Costa will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and developing a deep understanding of subject matter. Students will have 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.

Last updated: 2/3/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	50
Grade 1	42
Grade 2	49
Grade 3	51
Grade 4	26
Grade 5	17
Total Enrollment	235



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/24/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	48.00%
Male	52.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	9.00%
Filipino	9.00%
Hispanic or Latino	95.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	59.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	77.00%
Students with Disabilities	13.00%

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

Teacher Preparation and Placement (School Year 2020–21)

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)	2.00	25.00	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	50.00	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	49.60	3.54	12115.80	4.41
Unknown	2.00	25.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	8.00	100.00	1403.90	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/27/23

Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/27/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1.00	
Misassignments	3.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	44.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	77.70	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Estrellitas (TK-1st) EL Education (2nd - 4th) Navigator (5th-6th) August 2019	Yes	0%
Mathematics	Eureka Math (TK-5th) Achievement First Math (6th grade) August 2016	Yes	0%
Science	Interactive Science (6th grade) September 2015	Yes	0%
History-Social Science	Social Studies Alive (6th grade) September 2015	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/24/23

School Facility Conditions and Planned Improvements

Voices College-Bound Language Academies at West Contra Costa makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, we utilized our facilities audit report from CharterSafe. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, restroom facilities, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use.

Last updated: 2/3/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: May 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Fair	Door to the right side of gym storage closet was delaminating. Some ceiling tiles outside of the main office, staff lounge, and cafeteria were missing or damaged. They should be replaced. Hole in wall outside of the custodial closet Carpet in main hallway was frayed A few floor tiles should be repaired
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None
Electrical: Electrical	Fair	Electric panelboard to be unobstructed Missing clocks to be replaced to cover exposed wiring Missing electric switches and wall plates to be replaced Electrical outlet near sink to be equipped with ground-fault circuit interrupter receptacle
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Fair	If substance is removed from original container, label secondary container appropriately
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

Overall Facility Rate

Year and month of the most recent FIT report: May 2022

Overall Rating	Good

Last updated: 2/3/23

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).

- **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.

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	34%	N/A	32%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	25%	N/A	21%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
Note: Percentages are not calculated when the number of students tested 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: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/24/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	87	100.00	0.00	34.48
Female	45	45	100.00	0.00	40.00
Male	42	42	100.00	0.00	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	83	83	100.00	0.00	32.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	53	53	100.00	0.00	16.98
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	76	100.00	0.00	31.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	50.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	87	100.00	0.00	25.29
Female	45	45	100.00	0.00	26.67
Male	42	42	100.00	0.00	23.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	83	83	100.00	0.00	22.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	53	53	100.00	0.00	11.32
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	76	100.00	0.00	21.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	28.57

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	13.33	8.00	18.49	28.5	29.47

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	15	100.00	0.00	13.33
Female	--	--	--	--	--
Male	--	--	--	--	--
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	0	0	0	0	0
Hispanic or Latino	14	14	100.00	0.00	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100.00	0.00	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Last updated: 1/24/23

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

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	87%	93%	93%	93%	93%
7	%	%	%	%	%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/23

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

Opportunities for Parental Involvement (School Year 2022–23)

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 (Dia de Apoyo/Ice Cream Social, , TK and Kinder Orientation, Back to School Night, Network-wide Parent Ed Series, Cafecitos and combo class parent monthly meetings etc.), Parent Committees (ELAC and Parent Leadership Team, etc.) and participation in Annual Family-School Relationships 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

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	240	233	132	56.7
Female	116	111	61	55.0
Male	124	122	71	58.2
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	1	33.3
Black or African American	4	2	1	50.0
Filipino	2	2	0	0.0
Hispanic or Latino	225	221	126	57.0
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	151	148	82	55.4
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	200	194	115	59.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	40	26	65.0

Last updated: 1/24/23

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

Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	3.45%	2.45%
Expulsions	0.00%	0.06%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	1.25%	0.01%	3.97%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.04%	0.00%	0.07%

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.

Last updated: 1/24/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.25	0.00
Female	0.00	0.00
Male	2.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.99	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.50	0.00

Last updated: 1/24/23

School Safety Plan (School Year 2022–23)

School Safety Plan Linked here.

Last updated: 1/24/23

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	1	2	
1	29.00		2	
2	29.00		1	
3	28.00		1	
4				
5				
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	2	1	
1	25.00		2	
2	27.00		2	
3	28.00		1	
4	27.00		1	
5				
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	2	1	
1	21.00		2	
2	25.00		2	
3	26.00		2	
4	26.00		1	
5	9.00	2		
6				
Other**				

* 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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/20/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/20/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10808.00	$2777.00	$7303.00	$76331.00
District	N/A	N/A	--	$79265.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6593.62	$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/20/23

Types of Services Funded (Fiscal Year 2021–22)

A list of supports provided to all students/A list of resources used to support all learners (staff, curricula, technology) is below.

Technology to Assist with Differentiated Instruction (Academics)

Dreambox personalized math learning platform - Provided daily to weekly to students during our math block in grades K-8. The lessons are at the students current math level and they are adaptive.

Achieve3000 personalized reading learning platform - Provided daily to weekly to students during our Spanish and English reading block for informational texts in grades 3-8. The lessons are at the students current reading level and they are adaptive.

SmartyAnts personalized foundational skills learning platform - Provided daily to weekly to students during our Spanish and English reading block in grades K-1. The lessons are at the students current level of literacy and they are adaptive.

1 to 1 Chromebooks grades 2 - 8 - Provided to students to access online learning platforms during centers/stations.

2:1 iPads grades K-1 - Provided to students to access online learning platforms during centers/stations.

Staff that Supports/Assist Students

Dean of Culture to support teachers, students and families with on site resources and community resources. Dean of Culture supports check-ins for individual students as needed, leading restorative practices with small groups or classrooms, meeting with parents to engage students in school, addressing absenteeism concerns with families.

Principal, business manager and coach to support students as needed. This can include student check-ins or building relationships with students to better understand their needs and help teachers support them or to direct students to the Dean of Culture.

Behaviorists and other contracted staff to support students as needed per IEP

Part-time counselor is on site to support students with counseling and to support classroom teachers with strategies to support students.

Associate teachers in grades K-2 to support students academically and behaviorally.

Resources/Processes

Academic

- Tiered Strategies include differentiation within math and literacy blocks, one-on-one and small group time with the teacher or associate teachers, personalized learning platforms, our SST process, our IEP process, positive reinforcement, formal behavior plans, all whole whole-school initiatives for behavior, school-wide systems and routines for students such as Character Counts Tickets and Think=It Through Sheets.
- SST Process - Student Success Team to identify students who are struggling academically or behaviorally or who are over-achieving academically and need additional classroom support to stay engaged and make progress. Teams include teacher, administrator and parent and others as needed.
- Parent-teacher conferences - Completed twice per year but also as needed to update parents and work together to support students.
- Data Meetings and Intellectual Preparation sessions with teacher teams to develop plans for groups of students or individual students. These are done weekly in response to data and so that teachers know how to assist the class whole group, small group and individual students.

SEL

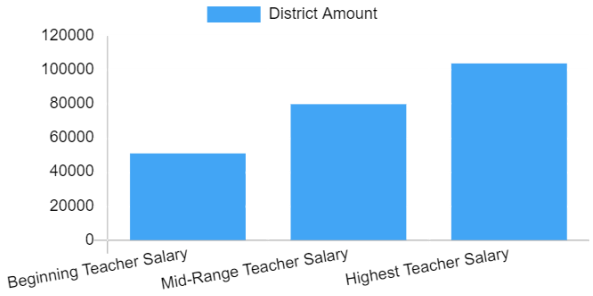
- Bi-Weekly Plaza - Typically led by principal or Dean of Culture with a focus on school culture and building character traits or centering on what behaviors related to strong values looks like. Includes celebrations of students in academics and Student of the Month.
- SEL Check Ins with students within the classroom with teacher or AT and as needed outside the classroom with other staff. Teachers also have daily SEL time in their class schedule to either build community or address student SEL.
- Toolbox - Our SEL curriculum teaching strategies on how to cope with strong emotions.

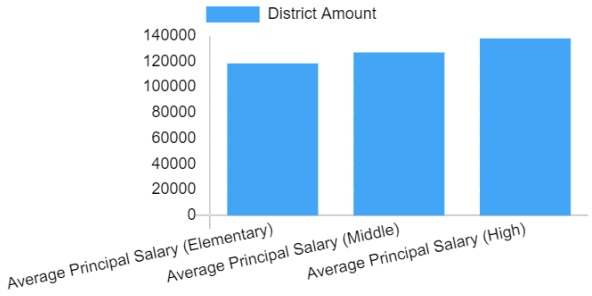
Last updated: 2/3/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50922.00	$51080.95
Mid-Range Teacher Salary	$79887.00	$77514.16
Highest Teacher Salary	$103799.00	$105763.62
Average Principal Salary (Elementary)	$118530.00	$133420.78
Average Principal Salary (Middle)	$127094.00	$138593.75
Average Principal Salary (High)	$137995.00	$153391.60
Superintendent Salary	$265200.00	$298376.74
Percent of Budget for Teacher Salaries	27.94%	31.60%
Percent of Budget for Administrative Salaries	5.03%	4.97%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.





Last updated: 1/24/23

Professional Development

Measure	2020–21	2021–22	2022–23
Número de días escolares dedicados al desarrollo del personal y la mejora continua	85	135	105

Última actualización: 24/01/23

Voices College-Bound Language Academy at West Contra Costa County

2021–22 School Accountability Report Card

Reported Using Data from the 2021–22 School Year

California Department of Education

Address:	201 28th St. Richmond, CA , 94804-2522	**Principal:**	Keri Szymanski
Phone:	510-480-0504	**Grade Span:**	

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 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.

About This School

Keri Szymanski

Principal, Voices College-Bound Language Academy at West Contra Costa County

About Our School



As we begin the 2022-23 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. As the new Principal of Voices WCC, I want to learn and revisit our school culture, mission, and vision in order to keep working on refreshing our energy to provide students with the education they deserve.

We are now in our fifth year. We moved into a new building last year as well. Coming off of a year of distance learning or hybrid instruction, it was hard to get used to all the changes, but it is currently key for us to reinstate a sense of community with all our students, 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 the 2022-23 school year 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 our protocols for data meetings and Intellectual Prep with our instructional staff and diving into 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 in culture this year is for all members of the team to push to the highest standards both in academics and in culture. We want all Voices WCC team members to work with a high level of respect and integrity so that all students can thrive!

Contact

Voices College-Bound Language Academy at West Contra Costa County
201 28th St.
Richmond, CA 94804-2522

Phone: 510-480-0504
Email: kszymanski@voiceschartersch ool.com

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

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

School Contact Information (School Year 2022–23)

School Name	Voices College-Bound Language Academy at West Contra Costa County
Street	201 28th St.
City, State, Zip	Richmond, CA , 94804-2522
Phone Number	510-480-0504
Principal	Keri Szymanski
Email Address	lramirez@voiceschartersch ool.com
Website	https://voicesacademies.org
County-District-School (CDS) Code	07617960136903

Last updated: 2/3/23

School Description and Mission Statement (School Year 2022–23)

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:

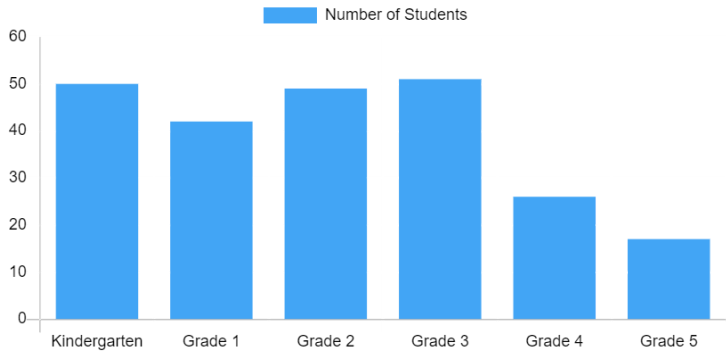
All students graduating from Voices College-Bound Language Academy at West Contra Costa will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and developing a deep understanding of subject matter. Students will have 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.

Last updated: 2/3/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	50
Grade 1	42
Grade 2	49
Grade 3	51
Grade 4	26
Grade 5	17
Total Enrollment	235



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/24/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	48.00%
Male	52.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	9.00%
Filipino	9.00%
Hispanic or Latino	95.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	59.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	77.00%
Students with Disabilities	13.00%

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

Teacher Preparation and Placement (School Year 2020–21)

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)	2.00	25.00	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	50.00	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	49.60	3.54	12115.80	4.41
Unknown	2.00	25.00	26.30	1.87	18854.30	6.86
Total Teaching Positions	8.00	100.00	1403.90	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/27/23

Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/27/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1.00	
Misassignments	3.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	44.40	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	77.70	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Estrellitas (TK-1st) EL Education (2nd - 4th) Navigator (5th-6th) August 2019	Yes	0%
Mathematics	Eureka Math (TK-5th) Achievement First Math (6th grade) August 2016	Yes	0%
Science	Interactive Science (6th grade) September 2015	Yes	0%
History-Social Science	Social Studies Alive (6th grade) September 2015	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 1/24/23

School Facility Conditions and Planned Improvements

Voices College-Bound Language Academies at West Contra Costa makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, we utilized our facilities audit report from CharterSafe. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, restroom facilities, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use.

Last updated: 2/3/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: May 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Fair	Door to the right side of gym storage closet was delaminating. Some ceiling tiles outside of the main office, staff lounge, and cafeteria were missing or damaged. They should be replaced. Hole in wall outside of the custodial closet Carpet in main hallway was frayed A few floor tiles should be repaired
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None
Electrical: Electrical	Fair	Electric panelboard to be unobstructed Missing clocks to be replaced to cover exposed wiring Missing electric switches and wall plates to be replaced Electrical outlet near sink to be equipped with ground-fault circuit interrupter receptacle
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Fair	If substance is removed from original container, label secondary container appropriately
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

Overall Facility Rate

Year and month of the most recent FIT report: May 2022

Overall Rating	Good

Last updated: 2/3/23

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).

- **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.

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	34%	N/A	32%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	25%	N/A	21%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
Note: Percentages are not calculated when the number of students tested 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: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/24/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	87	100.00	0.00	34.48
Female	45	45	100.00	0.00	40.00
Male	42	42	100.00	0.00	28.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	83	83	100.00	0.00	32.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	53	53	100.00	0.00	16.98
Foster Youth	0	0	0	0	0
Homeless				0	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	76	100.00	0.00	31.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	50.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	87	87	100.00	0.00	25.29
Female	45	45	100.00	0.00	26.67
Male	42	42	100.00	0.00	23.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	83	83	100.00	0.00	22.89
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	53	53	100.00	0.00	11.32
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	76	76	100.00	0.00	21.05
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	28.57

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	13.33	8.00	18.49	28.5	29.47

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/24/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	15	100.00	0.00	13.33
Female	--	--	--	--	--
Male	--	--	--	--	--
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	0	0	0	0	0
Hispanic or Latino	14	14	100.00	0.00	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	14	14	100.00	0.00	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Last updated: 1/24/23

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

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	87%	93%	93%	93%	93%
7	%	%	%	%	%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/24/23

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

Opportunities for Parental Involvement (School Year 2022–23)

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 (Dia de Apoyo/Ice Cream Social, , TK and Kinder Orientation, Back to School Night, Network-wide Parent Ed Series, Cafecitos and combo class parent monthly meetings etc.), Parent Committees (ELAC and Parent Leadership Team, etc.) and participation in Annual Family-School Relationships 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

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	240	233	132	56.7
Female	116	111	61	55.0
Male	124	122	71	58.2
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	1	33.3
Black or African American	4	2	1	50.0
Filipino	2	2	0	0.0
Hispanic or Latino	225	221	126	57.0
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	151	148	82	55.4
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	200	194	115	59.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	40	26	65.0

Last updated: 1/24/23

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

Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	3.45%	2.45%
Expulsions	0.00%	0.06%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	1.25%	0.01%	3.97%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.04%	0.00%	0.07%

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.

Last updated: 1/24/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.25	0.00
Female	0.00	0.00
Male	2.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.99	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.50	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.50	0.00

Last updated: 1/24/23

School Safety Plan (School Year 2022–23)

School Safety Plan Linked here.

Last updated: 1/24/23

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	19.00	1	2	
1	29.00		2	
2	29.00		1	
3	28.00		1	
4				
5				
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	2	1	
1	25.00		2	
2	27.00		2	
3	28.00		1	
4	27.00		1	
5				
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	2	1	
1	21.00		2	
2	25.00		2	
3	26.00		2	
4	26.00		1	
5	9.00	2		
6				
Other**				

* 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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/20/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/20/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10808.00	$2777.00	$7303.00	$76331.00
District	N/A	N/A	--	$79265.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$6593.62	$85368.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Last updated: 1/20/23

Types of Services Funded (Fiscal Year 2021–22)

A list of supports provided to all students/A list of resources used to support all learners (staff, curricula, technology) is below.

Technology to Assist with Differentiated Instruction (Academics)

Dreambox personalized math learning platform - Provided daily to weekly to students during our math block in grades K-8. The lessons are at the students current math level and they are adaptive.

Achieve3000 personalized reading learning platform - Provided daily to weekly to students during our Spanish and English reading block for informational texts in grades 3-8. The lessons are at the students current reading level and they are adaptive.

SmartyAnts personalized foundational skills learning platform - Provided daily to weekly to students during our Spanish and English reading block in grades K-1. The lessons are at the students current level of literacy and they are adaptive.

1 to 1 Chromebooks grades 2 - 8 - Provided to students to access online learning platforms during centers/stations.

2:1 iPads grades K-1 - Provided to students to access online learning platforms during centers/stations.

Staff that Supports/Assist Students

Dean of Culture to support teachers, students and families with on site resources and community resources. Dean of Culture supports check-ins for individual students as needed, leading restorative practices with small groups or classrooms, meeting with parents to engage students in school, addressing absenteeism concerns with families.

Principal, business manager and coach to support students as needed. This can include student check-ins or building relationships with students to better understand their needs and help teachers support them or to direct students to the Dean of Culture.

Behaviorists and other contracted staff to support students as needed per IEP

Part-time counselor is on site to support students with counseling and to support classroom teachers with strategies to support students.

Associate teachers in grades K-2 to support students academically and behaviorally.

Resources/Processes

Academic

- Tiered Strategies include differentiation within math and literacy blocks, one-on-one and small group time with the teacher or associate teachers, personalized learning platforms, our SST process, our IEP process, positive reinforcement, formal behavior plans, all whole whole-school initiatives for behavior, school-wide systems and routines for students such as Character Counts Tickets and Think=It Through Sheets.
- SST Process - Student Success Team to identify students who are struggling academically or behaviorally or who are over-achieving academically and need additional classroom support to stay engaged and make progress. Teams include teacher, administrator and parent and others as needed.
- Parent-teacher conferences - Completed twice per year but also as needed to update parents and work together to support students.
- Data Meetings and Intellectual Preparation sessions with teacher teams to develop plans for groups of students or individual students. These are done weekly in response to data and so that teachers know how to assist the class whole group, small group and individual students.

SEL

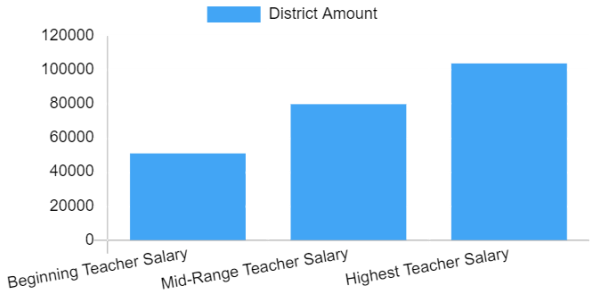
- Bi-Weekly Plaza - Typically led by principal or Dean of Culture with a focus on school culture and building character traits or centering on what behaviors related to strong values looks like. Includes celebrations of students in academics and Student of the Month.
- SEL Check Ins with students within the classroom with teacher or AT and as needed outside the classroom with other staff. Teachers also have daily SEL time in their class schedule to either build community or address student SEL.
- Toolbox - Our SEL curriculum teaching strategies on how to cope with strong emotions.

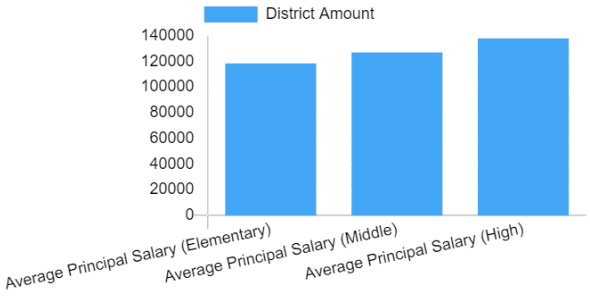
Last updated: 2/3/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50922.00	$51080.95
Mid-Range Teacher Salary	$79887.00	$77514.16
Highest Teacher Salary	$103799.00	$105763.62
Average Principal Salary (Elementary)	$118530.00	$133420.78
Average Principal Salary (Middle)	$127094.00	$138593.75
Average Principal Salary (High)	$137995.00	$153391.60
Superintendent Salary	$265200.00	$298376.74
Percent of Budget for Teacher Salaries	27.94%	31.60%
Percent of Budget for Administrative Salaries	5.03%	4.97%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.





Last updated: 1/24/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	85	135	105

Last updated: 1/24/23

Academia de idiomas Voices College Bound en Stockton

Informe de responsabilidad escolar 2021–22

Reportado utilizando datos del año escolar 2021–22

Departamento de Educación de California

Dirección:	321 East Weber Ave. Stockton, CA, 95202-2707	**Director de escuela:**	Myra Jáuregui
Teléfono:	209-455-5162	**Rango de grado:**	

Para el 1 de febrero de cada año, la ley estatal requiere que todas las escuelas de California publiquen un Informe de responsabilidad escolar (SARC). El SARC contiene información sobre la condición y el desempeño de cada escuela pública de California. Bajo la Fórmula de Financiamiento de Control Local (LCFF, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Responsabilidad y Control Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir las metas anuales específicas de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser consistentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a los informes del año anterior, consulte la página web del SARC del Departamento de Educación de California (CDE) en https://www.cde.ca.gov/ta/ac/sa/ .
- Para obtener más información sobre LCFF o LCAP, consulte la página web de CDE LCFF en https://www.cde.ca.gov/fg/aa/lc/ .
- Para obtener información adicional sobre la escuela, los padres/tutores y los miembros de la comunidad deben comunicarse con el director de la escuela o la oficina del distrito.

búsqueda de datos

DataQuest es una herramienta de datos en línea ubicada en la página web de CDE DataQuest en https://dq.cde.ca.gov/dataquest/ que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (p. ej., datos de exámenes, matriculación, graduados de la escuela secundaria, abandonos, matriculación en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Tablero de la escuela de California

El Panel Escolar de California (Dashboard) https://www.caschooldashboard.org/ refleja el nuevo sistema de rendición de cuentas y mejora continua de California y proporciona información sobre cómo las LEA y las escuelas satisfacen las necesidades de la diversa población estudiantil de California. El Tablero contiene informes que muestran el desempeño de LEA, escuelas y grupos de estudiantes en un conjunto de medidas estatales y locales para ayudar a identificar fortalezas, desafíos y áreas que necesitan mejorar.

Acceso a Internet

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.

About This School

Myra Jauregui

Principal, Voices College Bound Language Academy at Stockton

About Our School



Voices Stockton is half way to completing year three! So many individuals from Voices and the Stockton community continue to put an extreme amount of effort in supporting our school as we begin to normalize ourselves after the 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 school year 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 fully on campus, teachers have continued to develop 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 coming back from having multiple classroom closures 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 lessons to close the learning gaps lost during last year's closers and staff shortage. 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!

Contact

Voices College Bound Language Academy at Stockton
321 East Weber Ave.
Stockton, CA 95202-2707

Phone: 209-455-5162
Email: mjauregui@voicescharterschool.com

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Stockton Unified
Phone Number	209-933-7070
Superintendent	Miller, Traci
Email Address	tmiller@stocktonusd.net
Website	www.stocktonusd.net

School Contact Information (School Year 2022–23)

School Name	Voices College Bound Language Academy at Stockton
Street	321 East Weber Ave.
City, State, Zip	Stockton, CA , 95202-2707
Phone Number	209-455-5162
Principal	Myra Jauregui
Email Address	lramirez@voicescharterschool.com
Website	www.voicesacademies.org
County-District-School (CDS) Code	39686760139907

Last updated: 2/3/23

School Description and Mission Statement (School Year 2022–23)

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:

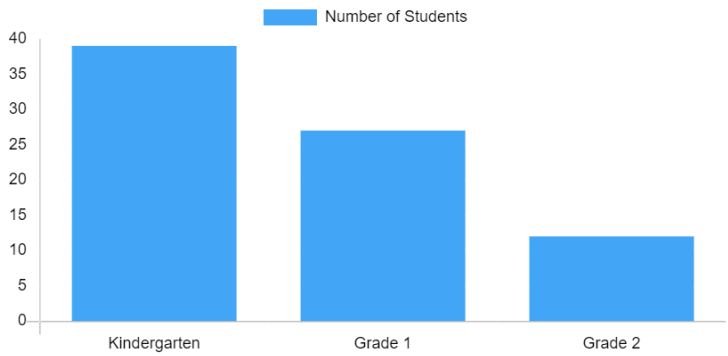
All students graduating from Voices College-Bound Language Academy at Stockton will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and developing a deep understanding of subject matter. Students will have a heightened 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.

Last updated: 2/3/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	39
Grade 1	27
Grade 2	12
Total Enrollment	78



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 2/3/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	46.00%
Male	54.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	6.00%
Filipino	0.00%
Hispanic or Latino	90.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.00%
White	1.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	35.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	72.00%
Students with Disabilities	6.00%

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

Teacher Preparation and Placement (School Year 2020–21)

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)	1.00	33.33	1200.00	66.31	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	142.30	7.87	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	66.67	87.10	4.81	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	34.50	1.91	12115.80	4.41
Unknown	0.00	0.00	345.50	19.10	18854.30	6.86
Total Teaching Positions	3.00	100.00	1809.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/20/23

Teacher Preparation and Placement (School Year 2021–22)

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/20/23

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	2.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	2.00	

Last updated: 1/11/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

Last updated: 1/11/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	40.00	

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: June 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education Navigator August 2020	Yes	0%
Mathematics	Eureka Math Achievement First Math August 2020	Yes	0%
Science			0%
History-Social Science			0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

Last updated: 2/3/23

School Facility Conditions and Planned Improvements

Voices College-Bound Language Academies at Stockton makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, we utilized our facilities audit report from CharterSafe. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, restroom facilities, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use.

Last updated: 2/3/23

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: May 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	All loose wallplates should be repaired and/or replaced. The hole should be patched to eliminate the access to the wirings The source of the water intrusion should be determined and corrective action taken to prevent recurrence. Strapping should be installed at points within the upper one-third and lower one-third of the water heater's vertical dimensions. At the lower point, a minimum distance of four inches (102 mm) is required to be maintained between the controls with the strapping above them. The securing straps or anchors should be fastened to the concrete floor, wall studs, or floor joists. The manner of securing the water heaters should be acceptable to the Authority Having Jurisdiction (AHJ).
Interior: Interior Surfaces	Fair	Broken windows should be repaired or replaced. Consideration should be given to coating windows located in areas where breakage frequently occurs with safety/security film. Any damage to the walls or wall coverings should be repaired. The holes should be sealed. These rugs should be secured at the edges or removed. Missing and damaged floor tiles and/or linoleum should be repaired and/or replaced to reduce trip/fall hazards. The carpeting should be repaired or replaced in accordance with the manufacturer's recommendations. The damaged carpeting on the steps should be repaired. Until the repairs can be made, warning signs should be placed in the vicinity of the damage to warn users away from the damaged areas and reduce the risk of injury incidents through increased awareness of conditions.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	All areas should be cleaned and organized to reduce injury and property damage hazards. The area should be maintained in a neat and orderly manner, free from any condition that would create a fire or life hazard or a condition which would add to or contribute to the rapid spread of fire.
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	The fire extinguishers should be inspected on a monthly basis to ensure they are properly mounted, the seals and pull pins are still intact, and the units are fully charged and ready for use. The monthly inspection should be documented with the inspector's initials on the back of the annual inspection tag. The units that were not inspected should be replaced with fully charged and recently inspected fire extinguishers. Consideration should be given to numbering each fire extinguisher location and developing a map to show each fire extinguisher location to reduce the potential for overlooking one of the fire extinguishers during the servicing process.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		In addition, the annual fire extinguisher service provider should be required to annually change the color of the inspection tags. The difference in tag color would increase the ease of identifying overlooked fire extinguishers.
Structural: Structural Damage, Roofs	Good	None
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

Overall Facility Rate

Year and month of the most recent FIT report: May 2022

Overall Rating	Good

Last updated: 2/3/23

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).

- **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.

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A		N/A		N/A	47%
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.
Note: Percentages are not calculated when the number of students tested 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: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/20/23

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 2021–22)

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

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/23

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 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	0	0	0	0	0
Female	0	0	0	0	0
Male	0	0	0	0	0
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	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
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	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
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.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/23

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 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Science (grades 5, 8, and high school)	N/T	0	0.00	12.41	28.5	29.47

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.
Note: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/20/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	0	0	0	0	0
Female	0	0	0	0	0
Male	0	0	0	0	0
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	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
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	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

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.

Last updated: 1/20/23

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

California Physical Fitness Test Results (School Year 2021–22)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	%	%	%	%	%
7	%	%	%	%	%
9	%	%	%	%	%

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.
Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/23

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

Opportunities for Parental Involvement (School Year 2022–23)

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 (Dia de Apoyo, Back to School Night, Network-wide Parent Ed Series, Cafecitos etc.), Parent Committees (ELAC and Parent Leadership Team, etc.) and participation in Annual Family-School Relationships 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

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	81	77	51	66.2
Female	37	36	26	72.2
Male	44	41	25	61.0
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	5	5	3	60.0
Filipino	0	0	0	0.0
Hispanic or Latino	73	69	47	68.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	1	1	0	0.0
English Learners	31	30	24	80.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	68	65	44	67.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	8	8	7	87.5

Last updated: 1/24/23

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

Suspensions and Expulsions for School Year 2019–20 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	0.00%	5.14%	2.45%
Expulsions	0.00%	0.07%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 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 2019–20 school year compared to other school years.

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

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	0.00%	0.02%	4.82%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.00%	0.07%

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.

Last updated: 1/24/23

Suspensions and Expulsions by Student Group (School Year 2021–22)

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

Last updated: 1/24/23

School Safety Plan (School Year 2022–23)

Safety Plan linked here.

Last updated: 1/24/23

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.

Average Class Size and Class Size Distribution (Elementary) School Year 2019–20

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

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	9.00	4		
1	9.00	1		
2				
3				
4				
5				
6				
Other**				

* 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.

Average Class Size and Class Size Distribution (Elementary) School Year 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	10.00	4		
1	27.00		1	
2	12.00	1		
3				
4				
5				
6				
Other**				

* 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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.00

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Personal de servicios de medios de la biblioteca (paraprofesional)	
Psicólogo	
Trabajador social	
Enfermero	
Especialista en habla/lenguaje/audición	
Especialista en recursos (no docente)	
Otro	2.00

* Un equivalente a tiempo completo (FTE) equivale a un miembro del personal que trabaja a tiempo completo; un FTE también podría representar a dos miembros del personal, cada uno de los cuales trabaja el 50 por ciento del tiempo completo.

Última actualización: 27/01/23

Gastos por alumno y salarios de maestros en la escuela (año fiscal 2020–21)

Nivel	Gastos totales por alumno	Gastos por alumno (restringido)	Gastos por alumno (sin restricciones)	Salario promedio de maestros
Sitio de la escuela	$33085.00	$11084.00	$22002.00	$59820.00
Distrito	N / A	N / A	--	$78580.00
Diferencia porcentual: sitio escolar y distrito	N / A	N / A	--	--
Expresar	N / A	N / A	$6593.62	$85368.00
Diferencia porcentual: sitio escolar y estado	N / A	N / A	--	--

Nota: Las celdas con valores N/A no requieren datos.

Última actualización: 27/01/23

Tipos de servicios financiados (año fiscal 2021–22)

A continuación se incluye una lista de apoyos proporcionados a todos los estudiantes/una lista de recursos utilizados para apoyar a todos los estudiantes (personal, currículo, tecnología).

Tecnología para ayudar con la instrucción diferenciada (académicos)

Plataforma de aprendizaje de matemáticas personalizada Dreambox: se proporciona diariamente o semanalmente a los estudiantes durante nuestro bloque de matemáticas en los grados K-8. Las lecciones están en el nivel actual de matemáticas de los estudiantes y son adaptables.

Plataforma de aprendizaje de lectura personalizada Achieve3000: se proporciona diariamente a semanalmente a los estudiantes durante nuestro bloque de lectura en español e inglés para textos informativos en los grados 3-8. Las lecciones están en el nivel de lectura actual de los estudiantes y son adaptables.

Plataforma de aprendizaje de habilidades fundamentales personalizadas SmartyAnts: se proporciona diariamente o semanalmente a los estudiantes durante nuestro bloque de lectura en español e inglés en los grados K-1. Las lecciones están en el nivel actual de alfabetización de los estudiantes y son adaptables.

1 a 1 Chromebooks grados 2 - 3 - Proporcionados a los estudiantes para acceder a plataformas de aprendizaje en línea durante los centros/estaciones.

iPads 2:1 grados K-1: proporcionados a los estudiantes para acceder a plataformas de aprendizaje en línea durante los centros/estaciones.

Personal que apoya/ayuda a los estudiantes

Decano de Cultura para apoyar a maestros, estudiantes y familias con recursos en el sitio y recursos comunitarios. Dean of Culture apoya los registros para estudiantes individuales según sea necesario, liderando prácticas restaurativas con grupos pequeños o aulas, reuniéndose con los padres para involucrar a los estudiantes en la escuela, abordando las preocupaciones de ausentismo con las familias.

Director, gerente comercial y entrenador para apoyar a los estudiantes según sea necesario. Esto puede incluir registros de estudiantes o establecer relaciones con los estudiantes para comprender mejor sus necesidades y ayudar a los maestros a apoyarlos o dirigir a los estudiantes al Decano de Cultura.

Conductistas y otro personal contratado para apoyar a los estudiantes según sea necesario según el IEP

El consejero de medio tiempo está en el sitio para apoyar a los estudiantes con consejería y para apoyar a los maestros de clase con estrategias para apoyar a los estudiantes.

Maestros asociados en los grados K-2 para apoyar a los estudiantes académicamente y conductualmente.

Recursos/Procesos

Académico

- Las estrategias escalonadas incluyen diferenciación dentro de los bloques de matemáticas y alfabetización, tiempo individual y en grupos pequeños con el maestro o maestros asociados, plataformas de aprendizaje personalizadas, nuestro proceso SST, nuestro proceso IEP, refuerzo positivo, planes formales de comportamiento, todo para toda la escuela iniciativas para el comportamiento, los sistemas escolares y las rutinas para los estudiantes, como los boletos de Character Counts y las hojas Think=It Through.
- Proceso SST: Equipo de Éxito Estudiantil para identificar a los estudiantes que tienen dificultades académicas o de comportamiento o que tienen un rendimiento académico superior y necesitan apoyo adicional en el salón de clases para mantenerse comprometidos y progresar. Los equipos incluyen maestros, administradores y padres y otros según sea necesario.
- Conferencias de padres y maestros: se completan dos veces al año, pero también según sea necesario para actualizar a los padres y trabajar juntos para apoyar a los estudiantes.
- Reuniones de datos y sesiones de preparación intelectual con equipos de profesores para desarrollar planes para grupos de estudiantes o estudiantes individuales. Estos se realizan semanalmente en respuesta a los datos y para que los profesores sepan cómo ayudar a la clase en grupo completo, grupo pequeño y estudiantes individuales.

NSE

- Plaza quincenal: generalmente dirigida por el director o el enlace de padres con un enfoque en la cultura escolar y la construcción de rasgos de carácter o centrándose en cómo se ven los comportamientos relacionados con valores sólidos. Incluye celebraciones de estudiantes en lo académico y Estudiante del Mes.
- Verificaciones de SEL con los estudiantes dentro del salón de clases con el maestro o AT y, según sea necesario, fuera del salón de clases con otro personal. Los maestros también tienen tiempo de SEL diario en su horario de clases para construir una comunidad o abordar el SEL de los estudiantes.
- Caja de herramientas: nuestro plan de estudios SEL enseña estrategias sobre cómo hacer frente a las emociones fuertes.

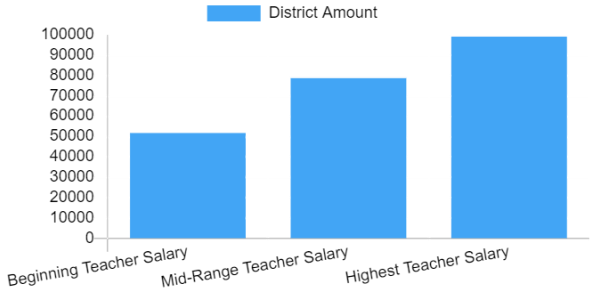
Última actualización: 3/2/23

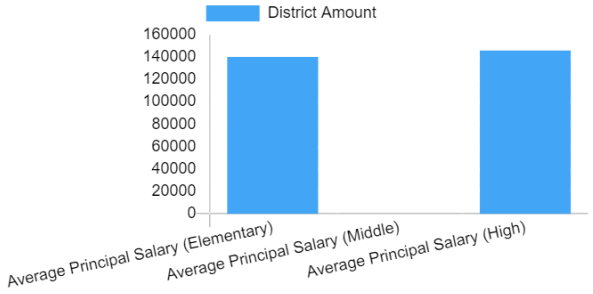
Salarios administrativos y de maestros (año fiscal 2020–21)

Categoría	Distrito Cantidad	Promedio estatal para distritos en la misma categoría
Salario de maestro principiante	$51718.00	$51080.95
Salario de maestros de rango medio	$78681.00	$77514.16
salario de maestro más alto	$99119.00	$105763.62

Categoría	Distrito Cantidad	Promedio estatal para distritos en la misma categoría
Salario principal promedio (primaria)	$140171.00	$133420.78
Salario principal promedio (medio)	$0.00	$138593.75
Salario principal promedio (alto)	$145880.00	$153391.60
Salario del superintendente	$285000.00	$298376.74
Porcentaje del presupuesto para salarios de maestros	27,84%	31,60%
Porcentaje del presupuesto para salarios administrativos	6,07%	4,97%

Para obtener información detallada sobre los salarios, consulte la página web de CDE Certificated Salaries & Benefits en https://www.cde.ca.gov/ds/fd/cs/ .





Última actualización: 27/01/23

Desarrollo profesional

Medida	2020-21	2021-22	2022-23
Número de días escolares dedicados al desarrollo del personal y la mejora continua	85	135	105

Última actualización: 20/01/23

Coversheet

Extended Learning Opportunities (ELO) Program Presentation

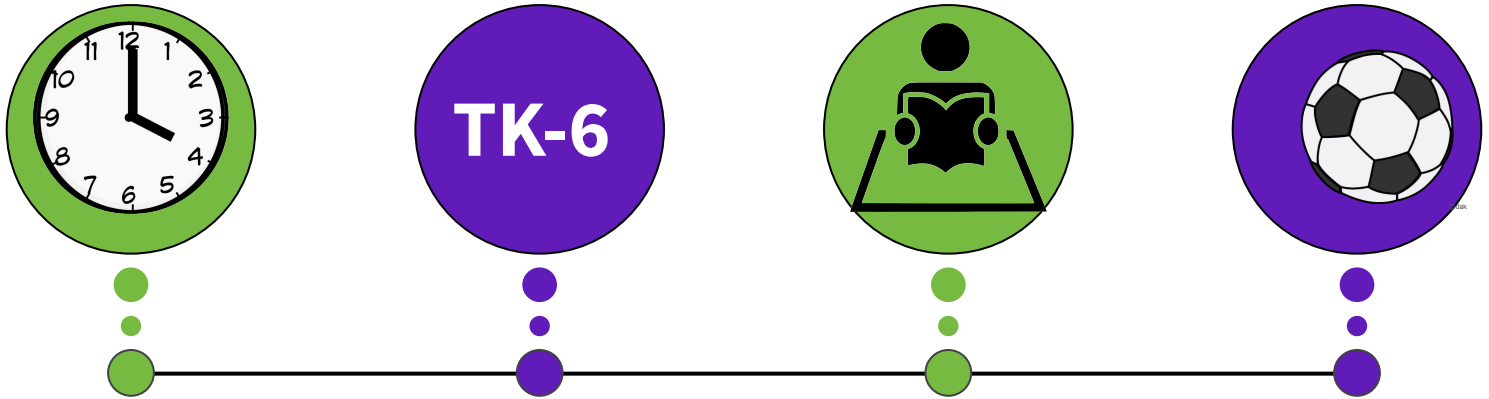
Section:	III. Board Business
Item:	A. Extended Learning Opportunities (ELO) Program Presentation
Purpose:	FYI
Submitted by:	
Related Material:	ELO-P Presentation (Board).pdf ELOP Proposal Template (1).pdf

Expanded Learning Opportunities Program (ELO-P)

January 2023
Voices Board Meeting



What is ELO-P?



Outside of regular school hours	Serving TK-6th grade students	Educational Literacy Element	Educational Enrichment Element

What does this mean for Voices?

Enrichment Programs

Summer Programs

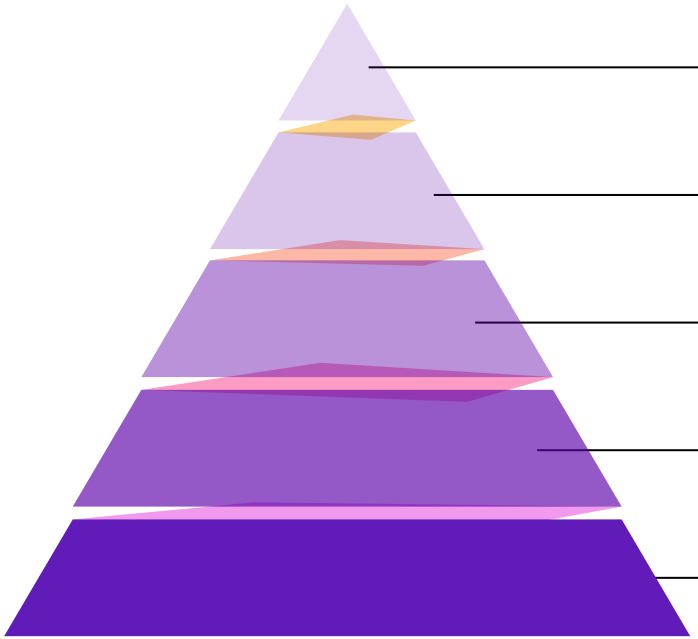
Community Partners

More support & opportunities for students!



Needs Assessment Findings

Parent Survey



- **Language Dev.** — Increasing Spanish & English language skills
- **Math & Reading** — Literacy and foundational understanding focus
- **Homework Help** — Daily Homework Help, or dedicated time for HW
- **Enrichment** — Enrichment options not available during school day
- **Safe & Fun** — Place their kids like to go, meet basic needs, FUN!

Program Recommendations

Morgan Hill:

- Boys & Girls Club SV for Peak & Advent sites
- Middle School Site: Still working to find provider & space to hold program

Mount Pleasant:

- Boys & Girls Club SV at MP

West Contra Costa:

- Boys & Girls Club SV through a working agreement with Club in San Leandro

Stockton:

- Still working to find provider–Table Community Foundation / YMCA

Flagship:

- CORAL–running onsite through ASES & distinct– expand program to serve more students

Implementation

Planning Stages Completed

Spring ‘23

Spring ‘23

MH, MP, ST, & WCC Open Programs (FM Coral)

Summer Programming (Including Summer School)

Summer ‘23

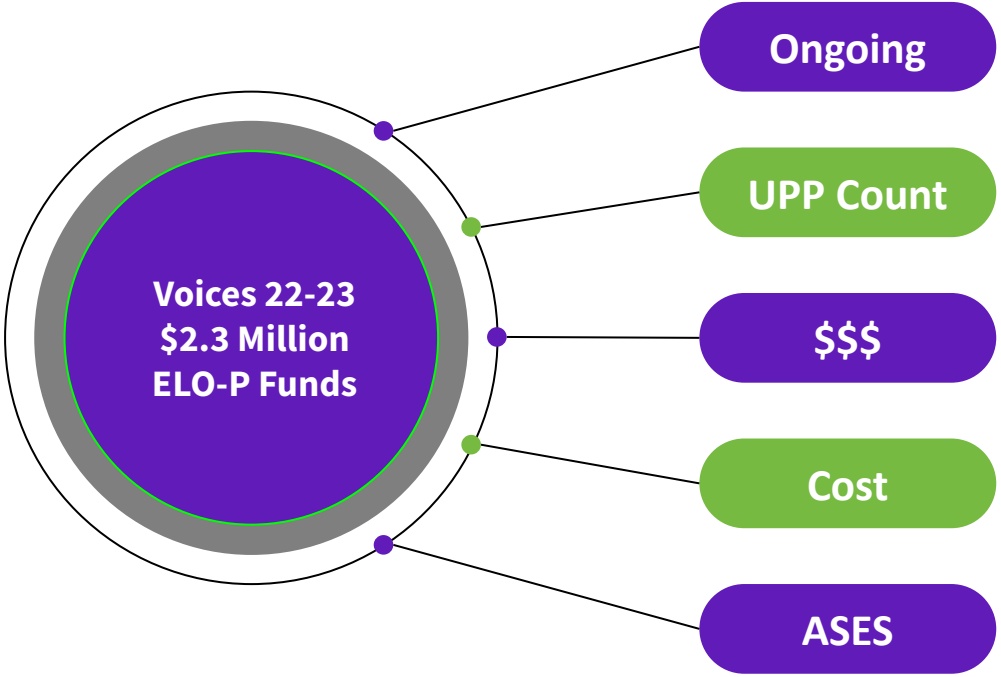
Fall ‘23

All sites fully open at start of school year

Continued growth, improvement, and offerings.

23-24 AY

Funding



Funding is through state budget, and is $4B ongoing funds

Determined by UPP count from previous year–
Voices is in the >75% category

$2750 per UPP student annually

BGC $13.53 per student / day estimated cost, $34.18 / day–summer

ASES grants blend with ELO-P, and could provide additional necessary funding for programs


QUESTIONS

EXPANDED LEARNING OPPORTUNITIES PROGRAM (TK-6th Grade) Recommendations for Voices College-Bound Language Academies

Internal Document Only

Updated 2/21/23

ELO-P Recommendations for Voices College-Bound Language Academies (Voices) Schools

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Introduction

ELO-P Basics & Intent

The Expanded Learning Opportunities Program (ELO-P) provides funding for afterschool and summer school enrichment programs for transitional kindergarten (TK) through sixth (6th) grade.

"Expanded learning" means before school, after school, summer, or non-school day learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. ***It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.*** *(CDE, 2021)*

Guiding Questions:

Does it support developing the academic, social, emotional, and physical needs and interests of TK-6th graders through hands-on, engaging learning experiences? (CDE, REG 4, 10/26)

Is it pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year? (CDE, REG 4, 10/26)

Quick Links

Expanded Learning Webpage (CDE): https://www.cde.ca.gov/ls/ex/elopinfo.asp#:~:text=It%20is%20the%20intent%20of,regular%20schoolday%20and%20school%20year.

ELO-P FAQ's (CDE): https://www.cde.ca.gov/ls/ex/elofaq.asp

ED Code / Law for ELO-P: https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=46120&lawCode=EDC

ELO-P Program Plan Guide: https://www.cde.ca.gov/ls/ex/documents/elopprogplanguide.pdf

Voices Mission

Voices College-Bound Language Academies 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.

Voices Vision

All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and 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.

Voices Expanded Learning Vision

Expanded Learning will provide programs at each of our school sites which match that individual school's needs and cultural intricacies, while also aligning with Voices overall mission and vision. These programs will serve as safe spaces for students to go during out of school hours, which support learning and growth through academic and school goals, as well as social emotional learning, skill building, and exploration. Programs will be designed to provide support in such areas as homework, language (English and Spanish) development, literacy, and math to all students participating, as well as offer fun options for enrichment which are student centered, and reflect the needs and desires of the students/families in each program.

Program Design

Expanded Learning programs at Voices will hold true to the overall culture of holding students in the forefront, embracing a Si Se Puede attitude, and In Lak'ech unity. Variations between sites will occur as programs are developed to match specific stakeholder priorities for each site. The overall goal of providing high quality programming to all students, and supporting their growth both academically, and beyond may happen in different ways which are tailored to fit the students' needs, stakeholder priorities, and availability of programs in the school site areas. Emphasis will be placed on the two ELO-P elements required by the state: 1. Educational and literacy element, which requires activities focused on ONE or more of the following areas: language arts, math, history & social science, computer training, or science, and, 2. Educational enrichment element, which may include fine arts, career technical education, recreation, physical fitness, and prevention activities.

Educational Literacy Element–This includes homework assistance and time, as well as language arts, reading, math, and language development (English and Spanish). It is the guidance of the State that the literacy element does not replicate what is done in the classroom, but instead supports it and reinforces learning from the school day. This can be done in a number of ways, including tutoring, online academic programs, small group learning, and incorporating it into enrichment through activities like book club, writing workshops, cooking (math), coding, etc.

Educational Enrichment Element: These activities will reflect the voice and choice of stakeholders. Options may incorporate academic learning, social emotional learning, recreation (hobbies and games), physical activity (PE, sports, yoga, fitness) learning new skills (for example, art, cooking, or coding), character development, fine arts, career technical training (coding, video editing, cooking, business models, etc) and prevention activities (anti-drug, anti-gang). These are meant to be fun and engaging, while also offering benefits to the students such as leadership skill development, learning to work in a group, and developing self efficacy. These should also offer students the opportunity to access novel activities which they are not typically exposed to.

Guiding Principles for Programs:

When taking all the possibilities for new programs and partners, it is important to set some guiding principles, so that students and families experience is cohesive and streamlined with their expectations of a Voices education. These principles are in alignment with the Voices mission/vision statements, the Voices Culture Playbook, and input from the Chief Culture Officer of In Lak'ech for Voices.

- Student centered, positive, healthy, and supportive
- Partners aligned with Voices and school culture
- Include input, voice, and feedback from stakeholders
- Honor our name: "college-bound" and language centered (Spanish and English)
- High quality programming, evidence based practices, and measurable goals

- Incorporates Si Se Puede attitude, In Lak'Ech, social emotional learning , and school goals Data driven- track results, benchmarking, and hold high standards
- Welcome feedback, open communication, and true partnership

Hours of Operation

Per California Department of Education (CDE) and ELO-P rules, programs must extend the regular school day to a total of 9 hours, including expanded learning programs. Voices regular school day is 8 hours, therefore ELO-P must operate a minimum of 1 hour per day. To allow for sufficient time for key program elements (snack, homework time/academic support, enrichment, and recreation) and support family needs, it is recommended that the program operate for a minimum of 2 hours, and until 6 pm daily. Programs must be open for students when the school day ends.

Sample Schedule

4pm: Arrival from school / Snack / Wash Hands / Restroom
4:20 pm: Homework or academic activity
4:50 pm: Enrichment time
5:30 pm: Recreation activity
6 pm: End of day

Voices will develop an ELO-P Early Release Policy permitting students to be picked up early. However, staying the duration of the program will be highly encouraged because doing so will benefit students directly (adding the equivalent of 45 extra days of support per school year).
DRAFT: Voices ELO-P Early Release Policy

If a school site receives Afterschool Education and Safety (ASES) funding (see page 10 for description), additional requirements for operating hours exist. Per ASES, programs would be required to run a minimum of 15 hours per week, meaning programs would need to remain open until 7 pm daily. Students would still be allowed to leave early, by using the early release policy which Voices would create. (ASES applications were submitted for MP, ST, WCC, & MH. Grant award letters are sent in April/May).

Program Spaces

Per CDE, each school site must have a program onsite, OR provide transportation (walking is acceptable if it is a reasonable distance, and done safely with staff members) to a site that does offer programming. Morgan Hill is the only site that may face this problem due to space. Voices Expanded Learning Coordinator will work with school principals and partner organizations to determine program location recommendations.

Space requirements include a large area for recreation activities such as group games, dance, theater, sports, etc. This space can be outdoors or indoors, but shall be in a safe space away from streets/traffic, or otherwise fenced. Additionally, programs will need access to spaces for students to do homework, such as classrooms. General classroom materials and supplies will not need to be accessed, but desks will need to be available for studying. It is also helpful for programs to have access to a white board space, at a central location for students/staff to see and use for daily reminders, events, schedule, etc. Programs will also need a storage area. This can be a locked closet, or room. Ideally, it would be some sort of storage shed, either placed outdoors out of the way, or indoors in an accessible location.

Once partnerships have been established, walkthroughs on each site will be held, and will include the Expanded Learning Coordinator, school leaders, and representatives from the partner organization. The purpose of these will be to establish usable space, areas that are off limits, and establish an agreement between Voices and the partner organization for how space is used and left for the next user.

Staffing

Programs will be staffed by partner organizations as Voices does not have the bandwidth to staff programs at this time. State staffing requirements for the ELO program state that staff must meet the hiring requirements of the equivalent of an “instructional aide”, including those hired through partner organizations. Staffing ratios are 20:1 for 1st thru 6th grade, and 10:1 for TK and Kindergarten. Voices recommended requirements include that partner organizations also provide a lead for each site, who will serve as the point of contact for families and staff, prepare and coordinate paperwork, ensure safety, and communicate with the school, parents, and Voices Expanded Learning Coordinator. ELO-P Staff will work from approximately 3:30-6:15 pm, with the lead starting earlier, and then all staff leaving the site at 6:15pm. For early release days, staff will work 12:15-6:15 pm.

Summer School and Summer Programs

ELO-P requires schools to run “non-school day” programs totalling 30 days each school year (July 1st-June 30th). Voices intends to operate all 30 days of these non-school day programs during the summer. Any non-school day / summer ELO-P days must be open for 9 hours per day, and prioritize grades TK-6th grade. If those grades are fully served, and money remains, then the school may choose to extend to higher grades (per CDE guidelines).

Voices ELO-P Long Term Goals

1. Open five (5) ELO-P sites to serve students after school and during summer, TK-6th to meet ELO-P guidelines, add additional 7-8th space if possible
2. Offer programs that serve the needs of **ALL** TK-6th students at Voices, and extend programming through middle school either with extra spaces available in ELO-P or through ASES funding.

3. Establish quality standards of programming, and uphold Voices mission throughout ELO-P programs through shared values, practices and messaging to ensure alignment between the regular school day and ELO-P.
4. Gather quarterly feedback from stakeholders through effective methods, track trends and respond by meeting the needs of students.
5. Operate all programs at a "highly effective" rating per stakeholder feedback.
6. Increase test scores of enrolled students in math and language in alignment with school goals. Track enrolled student scores, and develop strategies to increase scores in collaboration with teachers/principal.
7. Collaborate with other regional after school networks to share ideas, wins, challenges, and solutions in order to foster a cycle of continuous improvement for Voices and other programs.
8. Operate programs which incorporate the ELO-P focus areas of educational literacy and educational enrichment with Voices Culture, a safe place for students, and the “joy” factor.

Demographics

	Enrollment by School*										
	TK/K	1st	2nd	3rd	4th	5th	6th	Total TK-6th	7th	8th	Total Students
Flagship (FS)	41	41	39	47	38	41	49	296	30	39	365
Mount Pleasant (MP)	29	36	39	37	43	29	35	248	25	15	288
Morgan Hill (MH)	26	37	36	41	32	40	37	249	26	17	292
West Contra Costa (WCC)	49	37	38	49	43	17	12	245			245
Stockton (ST)	33	24	32	14				103			103
*Enrollment as of 10/7/22											

	# UPP* Students	50% Access	Adjusted for P2**	50% Access
Stockton	48	24	48	24
West Contra Costa	163	82	153	77
Flagship	212	106	204	102
Morgan Hill	264	132	250	125
Mount Pleasant	212	106	195	148

**UPP: Unduplicated Pupil Percentage is based upon students who qualify for Free & Reduced Lunch Program (FRLP), designated English Language Learners, Homeless, & Foster Youth*

***P2: Period 2 funding disbursement for Average Daily Attendance (ADA) during P2 (second portion of the year).*

CDE Requirements:

22-23 School Year:

OFFER ACCESS *to ALL UPP K-6th,* ***PROVIDE ACCESS*** *to at least 50% UPP TK-6th.*

23-24 School Year:

LEA's with UPP > 74.99% Shall ***OFFER ACCESS*** *to all pupils in classroom based instruction TK-6th. Shall* ***PROVIDE ACCESS*** *to any pupil whose parent requests.*

LEA's with UPP < 75% ***OFFER ACCESS*** *to all UPP TK-6th, inclusive,* ***PROVIDE ACCESS*** *to any UPP whose parent requests.*

OFFER ACCESS: *to recruit, advertise, publicize, or solicit through linguistically/culturally effective and appropriate communication channels.*

PROVIDE ACCESS: *to enroll in the ELO-P program. If a parent/guardian has a signed ELO-P registration form on file, the student is considered enrolled.*

Funding / Apportionments

Local Educational Agency	Prior Year P-2 Grades TK/K-3 Reported Classroom –based ADA A-1	Prior Year P-2 Grades 4-6 Reported Classroom –based ADA A-2	Total Grades TK/K-6 Reported Classroom based ADA (A-1 + A-2) A-3	Unduplicated Pupil Percentage B-1	Rate 1: Unduplicated Pupil Percentage greater than or equal to 75.00% C-1	Entitlement Calculation (If B-1 >= 0.7500, A-3 * B-1 * C-1, else A-3 * B-1 * C-2) C-3	10/22 Revision (per EdTec)
Stockton	60.73	-	60.73	0.7851	2,750.00	131,118	$132,220
West Contra Costa	158.39	33.88	192.27	0.8493	2,750.00	449,061	$419,924
Flagship	157.52	120.37	277.89	0.7614	2,750.00	581,860	$561,194
Morgan Hill	183.73	133.52	317.25	0.8308	2,750.00	724,821	$688,711
Mount Pleasant	156.06	111.5	267.56	0.7938	2,750.00	584,070	$535,101

(Rate 2 (c-2): UPP Percentage less than or equal to 74.99% is $2052.71)--Does not currently apply, however, FM, ST, & MP are close.

CDE requirements permit program operation during the 2022-2023 school year at a smaller size, in order to test systems, and hire staff, allow for schools to try programs, and work out problems before fully opening in the 2023-24 school year. Audits will be in place and programs will be expected to be fully open during the 23-24 SY.

Voices aims to open programs at all of our schools during the 22-23 year, allowing programs to grow throughout the Spring of 2023. These programs must meet the TK-6th requirements, and allow for additional students from higher grades, if there is space available. Looking ahead to the Fall of 2023-24, Voices will then open to all students TK-6th, and possibly to 7th/8th grade if there is space/funding available (ASES). Our goal is to serve all our students, and to run programs which are meeting the needs of the Voices community.

Additional funding may be necessary to open programs to middle school students not qualifying under ELO-P, as well as to run quality programs for all students on site, in some schools (i.e. Stockton). For these sites, and possibly all sites, we have applied for After School Education & Safety (ASES) grants, which are available to schools for before school, after school, and summer programs. This funding is a 3 year renewable grant, ranging from $50,000-$202,000 for middle school. ASES does have an attendance requirement, but can be blended with ELO-P funds. Regional support systems for after school programs have additional information on how this works, and can help develop a program that seems like one seamless program to students and families, but is operated under both ASES and ELO-P. The regional support for Santa Clara County has stated that this application for funding would be a good way to support quality programs, and allow for more students to be served. Applications are ranked in accordance with Free and Reduced Lunch numbers, schools with highest need to lowest, and funding is awarded moving down the list until funding for the year is gone. Once it is awarded, a renewal

application will be required every 3 years for each site. This funding is currently being used by Franklin-McKinley School District to fund CORAL at Flagship. New applications were submitted for Stockton, Mount Pleasant, West Contra Costa, & Morgan Hill in February 2023, and grantees will be notified in April 2023.

Needs Assessment

Overall Needs Assessment Trends

Voices needs assessment, surveys, conversations, interviews)revealed clear trends which have helped guide the development of Voices ELO-P programs.

Across all schools, parents were most concerned with a safe place for their children to attend afterschool, and many said it would be helpful to have somewhere for their children to attend, allowing them to work without worrying. Overall, parents chose enrichment as their priority, followed by homework help, and a fun/safe environment. Reading/literacy and math were also common needs mentioned by parents. Language Development (both English and Spanish) was identified as a priority at most sites, but was not prioritized over math and reading.

Academics focused comments included, “I would very much like for this program to be carried out so that my daughter has more school help.” Another parent suggested “more STEM, educational field trips, college tours, and professional guest speakers.”

It is worth noting that parents favored enrichment over academics both in their choices on priorities, as well as in their comments. In conversation, many parents voiced they are looking for a place their child will want to attend, have fun, and experience things that they cannot usually try, or that were taken away during the pandemic. Parents want their students to be excited to go to programs, and also excited to return to school the next day, even after a long day on campus.

Likewise, staff prioritized physical activities/games/movement heavily, along with social emotional learning. One parent said the need is for “bucket fillers” while another said this “could help not only with their child’s education, but their growth, giving him more opportunities for growth and learning at both an academic level and a socio-emotional level.” The overall feeling is that students are struggling, and before they can be successful academically, they have to be able to re-learn how to follow systems and schedules, social cues and behaviors, and feel comfortable being a student.

The pandemic took a huge toll on students, the academic loss is clear in test scores (Data Comparison)and classrooms, but social emotional learning is harder to measure by scores. Teachers and staff are seeing it in trends for behavior across all our schools. Students are lacking skills such as listening, constructive use of time, healthy risks/choices, and respect. Other challenges named consistently were a lack of boundaries (all ages) and bullying. It was also mentioned that consistency at school sites would help with these behaviors, but that is sometimes difficult with teachers/staff out, and shortages. Another concern was that teachers/staff are feeling overwhelmed, exacerbating these challenges and behaviors.

Students chose physical activity as their top priority, which aligned with their choices for enrichment where sports was their top request, along with group games. They also chose homework assistance/time as a top priority, followed by arts activities (including drama, music, art). For enrichment, choices including art, animation, dance, and music were all very popular after sports and physical activity. Other priorities for students included healthy food/snack with cooking being a popular choice for enrichment. Students also liked the ideas of clubs.

One student commented, “I feel like we should have options for more programs of things we may not learn in school, ex. Cooking, coding, science, robotics, maybe even a soccer club, dance club, or a book club. Maybe some older students could help run clubs if we don’t have enough teachers for each one.”

Math tutoring stood out as a priority chosen by students Twenty-five percent (25%) of surveys returned cited math tutoring as a top 3 priority for students. Further, Mount Pleasant had a slightly higher favoring of math support than other sites. This was also named as a priority by the principal. A Mount Pleasant sixth grader commented, “I’m really trying to study, but I don’t have the chance, so this is my only chance.”

Overall, priorities from staff (school leaders, teachers, support staff, Team Z), parents, and students were very similar: safe, fun, enriching environment, with time for homework, physical activity, and academic support built in. Social emotional learning is also a priority, and is evident in both surveys from parents, but also in comments from staff and students surrounding bullying and negative behaviors. It is clear that across the board everyone agrees students need physical activity, and sports are highly desired, as are art, music, and cooking. “Students need clubs they can join!” One teacher enthusiastically stated, while another pointed out that students needed “tools to help them deal with their emotions, and outlets for their feelings and energy–such as expressive arts, sports, and learning new skills.” The higher prioritization of math by students aligns with staff and the large loss in learning due to the pandemic. Other commonalities are a safe, fun environment, which includes healthy snacks (that also taste good), and the option to include more enrichment opportunities than just the three they were able to choose in the survey. A common response was “I would like to try all”, or “choose all”, and “allow students to do things they don’t get in a regular school day”, such as music, art, science, and sports.

Priorities

Students, parents/guardians, and Voices staff were surveyed in order to better understand the needs and preferences of stakeholders when developing an ELO program for each school site. Below are the findings of these surveys, including the priorities chosen by parties. Priorities are the needs stakeholders felt were most prevalent and necessary to address through an ELO program at each school, and are listed by most chosen to least by school. There are many ways to meet the priority needs of the students, the enrichment preferences are the activities chosen most by those surveyed as things they would like to see offered as a way to meet the priority needs. Enrichment preferences are listed by most requested at top, to less requested by school.

Color coding has been added to highlight how this fits within the ELO-P elements of educational literacy and educational enrichment, as well as addressing student physical / emotional needs.

Key:

Physical & Emotional Needs
Educational Literacy Element
Educational Enrichment Element

Flagship

	Program Priorities	Enrichment Preferences
Parents	1. Fun/Safe Place 2. Enrichment Opportunities 3. Homework Help 4. Literacy/Reading Activities 5. Social emotional learning	Sports Arts
Students	1. Homework help 2. Physical activity (sports & games) 3. Arts activity 4. Healthy snack	SPORTS / ART Music Games / Board Games Cooking Theater / Drama
Staff	1. Social emotional Learning 2. Behavior management 3. Homework help 4. Physical activity 5. Academic support: all, & Spanish Language Development (SLD) especially	Sports Arts Physical Activity Music / Singing Movement Coding
Flagship parents, students, and staff agree that there is a need for sports, games, and movement as a way to exert energy and practice skills such as teamwork, communication, and respect. Aside from homework assistance, this site favored social emotional learning and behavior management tools through enrichment over academic priorities. Academic components that were requested include reading/literacy, as well as Spanish Language Development.		

Morgan Hill

	Program Priorities	Enrichment Preferences
Parents	1. Enrichment opportunities 2. Homework help 3. Fun/safe place 4. Math 5. Reading/literacy	Sports Arts
Students	1. Homework help 2. Physical Activity (sports) 3. Healthy snack 4. Arts 5. Tutoring: All areas	SPORTS! Art Cooking Animation Music
Staff	1. Physical Activity 2. Homework assistance 3. Reading / Literacy support 4. Behavior Management 5. Social emotional learning	Sports Physical Activity Music Homework Assistance Tutoring Things they would enjoy–make them like being at school!
Morgan Hill felt that sports and physical activity were the most important elements to offer their students, but followed closely behind with homework assistance, tutoring, and math/reading/literacy support. All stakeholders agreed that art was also important, more specifically animation and music (they suggested song writing, performances, and music editing as other forms of music, not just learning to play an instrument).		

Mount Pleasant

	Program Priorities	Enrichment Preferences
Parents	1. Enrichment opportunities 2. Homework help 3. Reading / literacy support 4. Fun / safe place 5. Math support	Cooking Games Sports Music (All the options, please!)
Students	1. Homework help 2. Physical activity 3. Tutoring: math	Sports Art Cooking Music/Dance

	4. Healthy snack 5. Arts	Robotics/Coding
Staff	1. Increase Math Scores 2. Safe place to go after school (drug & gang concerns) 3. Homework assistance / time 4. Tutoring: all subjects 5. Healthy Snack / Food security 6. Daily Routines / general school skills 7. Behavior Management (Respect)	Physical activity Sports Music Coding Cooking Gardening / Environmental Homework time Tutoring Cheerleading Science
Mount Pleasant wanted enrichment opportunities, and liked ideas such as cooking, gardening, art, and sports, but prioritized academic support and homework help higher in their rankings. Specifically, students requested math support and tutoring, which staff also felt was a priority. MP staff also felt that it was important to provide prevention activities for drugs and gangs to students 4/5th grade and up. Food access is also an issue at this school, one student said “have physical education along with a healthy meal so we can grow to be strong.” This was highlighted by the staff as well in their surveys, and confirmed by the principal.		

Stockton

	Program Priorities	Enrichment Preferences
Parents	1. Enrichment opportunities 2. Homework help 3. Fun / safe place 4. Spanish Language Development support 5. Literacy/reading activities	Sports
Students	1. Physical activity 2. Homework help 3. Tutoring: all areas 4. Healthy snack	Sports Music Group Games/Board Games Dance Cooking

Staff	1. Behavior Management 2. Physical activity 3. Daily routines / general school skills 4. Social emotional learning 5. Developing creative / artistic skills 6. Academic support: all areas	Arts Physical activity Sports Music Dance Games Cooking
Stockton students, all being younger, have been learning school routines and social skills which they may not have fully developed as they missed pre-school, and kindergarten/1st grade due to the pandemic. Therefore, staff need support with behavior management tools for the kids to use, as well as basic school routines such as lining up, sharing, and listening to the teacher. Interestingly, staff felt that school routines, behavior management, and social emotional learning were more necessary to learn, so the students could move on to learning academically, while parents and students thought academic support should be the higher priority.		

West Contra Costa

	Program Priorities	Enrichment Preferences
Parents	1. Enrichment opportunities 2. Fun/safe place 3. Homework help 4. Literacy/reading activities 5. Math support 6. Social emotional learning	Things not provided by the school: music, arts, sports, enrichment. Make the program fun so kids want to stay at school, and go back the next day.
Students	1. Homework help 2. Physical activities 3. Healthy snack 4. Tutoring: literacy/language 5. Arts	Sports Cooking Music Art Chess Board Games
Staff	1. Physical Activities 2. Developing creative / artistic skills	Physical activity Sports Art activities

	3. Social Emotional Learning	Music Dance
WCC staff were very aligned in their belief that ELO programs should provide opportunities to experience something that students would not be able to do during the school day, such as theater, arts, music, dance, cooking, and sports. They felt that physical activities and art would best suit the students as most students like sports/games or art. Parents agreed with this sentiment, specifically asking for things they do not get during their school day, and utilizing enrichment to boost learning in a fun way that gets students excited to learn, and to be at school.		

Network Staff (Team Z)

	Program Priorities	Enrichment Preferences
Staff	1. Reading and Literacy Support 2. Increasing math scores 3. Social Emotional Learning 4. VMS: boundaries, consent, confidence (girls), competitive energy (boys) 5. Academics through enrichment, make them enjoy learning, be excited–"Joy" factor is very important	Arts Creative Group–things they can show off–music, dance, drama, tangible arts Sports Games Things they don't get to do at school!

Program Partners / Community Based Organizations

In order to provide Expanded Learning Opportunity Programs, there are two main options. The first option is for Voices to be the provider and build, implement, and staff the program. This option allows for much more flexibility in what we create, how we implement, and every detail of the program. The downside is we are also responsible for staffing, supervising, and creating the entire program. This option is most common in districts/LEA's that are larger, more robustly staffed, and able to utilize many of their support staff to operate the after school ELO-P program as well.

The second option is to hire a Community Based Organization (CBO), such as YMCA, Boys & Girls Club, Think Together, etc, to operate and run the program on a daily basis. This option relies on creating a partnership between the chosen CBO and Voices, and maintaining that as a successful relationship.

Many CBO's are positioning themselves to be able to run these ELO-P programs, and are continuing to grow as more schools/districts/LEA's create and expand programming. Challenges with CBO's center around the relationship, communication, priorities, and the strength of the partnership. Finding a CBO that aligns with Voices mission, vision, and priorities will be key. The State legislature has also made it known that their goal was to have community partners working with schools and LEA's in order to implement these programs, and serve students to the best of everyone's ability. Additionally, CBO's would be responsible for substitute staff. Often they are positioned to hire staff from colleges, and have working relationships with colleges and programs to meet staffing requirements. This would take that stress off the school to provide staff from a pool of already exhausted teachers/school leaders.

Program Recommendations

(By order of priority)

1. **Morgan Hill**

   Morgan Hill is a priority due to the splitting of three sites, and the need for programs at each physical site. As the year has progressed, the need for additional student support regarding behavioral issues, constructive use of time, positive relationships with adults on campus, and social emotional learning has become evident. In addition to students' academic test scores being low, which is happening across the network, State and country, Voices Morgan Hill is being confronted with a lot of behaviors ranging from listening skills and how to students, to bullying, and a lack of respect from students to staff, each other, and themselves.

   From the surveys and conversations with students, staff, and families, Morgan Hill identified priorities as social emotional learning, homework assistance, reading and literacy support, physical activity/sports, and arts (music, dance, art, cultural arts). Students are very interested in sports and art, as well as physical activity. Vicky Lopez, principal at Morgan Hill, stated that one of the main goals for the year was to build self-efficacy in students. Teachers also felt that tutoring would be beneficial to students.

   ELO program challenges at Morgan Hill include space, distance between sites, and cost to run three sites under one school umbrella. Voices Middle School (Morgan Hill) is a challenge if we are unable to use community center spaces after school,we are required by CDE to either provide a program onsite, or provide transportation to another location, and back to their original school site.

   Behavior challenges happening at Morgan Hill would likely be lessened through programs which focus on social emotional learning , citizenship, and developing strong connections to school, staff, and community. Once trust is established, it can be built upon, and boundaries can be set and expectations held for students. Age appropriate practices would benefit students in targeting specific needs, such as basic school skills, and routines for younger students, while allowing older students to experience their own independence to an extent, talking about healthy risks, appropriate boundaries, and leading up to leadership opportunities for older youth as they are ready to lead.

The Boys & Girls Club of Silicon Valley (BGC) is an organization that has a presence in Morgan Hill, and was very excited to possibly partner with us to provide these programs to our students. Programs would be based on their framework of youth development, asset building, and character building, while also staying focused on academic success, college, and the future. BGC incorporates a number of programs to engage youth in learning, including Project Learn, which reinforces school learning, concepts, and supports without mimicking school day activities. Project learn engages students in homework help/academic tutoring, high yield learning activities, leisure activities, while also harnessing the power of parent/adult involvement and school support.

BGC additionally has experience partnering with local Spanish language programs, (Escuela Popular in Alum Rock). They have a framework which is sensitive to the culture and linguistic needs of students.. They also make sure to hire staff for the clubhouse who are primarily bilingual and bicultural.

BGC also highlighted a program piece titled SMART (Skills Mastery And Resistance Training) Moves which focuses on healthy decision making, building foundational social emotional learning, and addressing youth agency in decision making. It is leveled by age, and focuses on stress management, coping, self regulation, and avoiding risky behaviors. The program has an additional Teen Expansion Pack which also may be something to look into for our VMS students. BGC is confronting these behaviors, setting high expectations for students, and also equipping them with tools and skills (learned and practiced) to be well rounded, and prepared.

BGC additionally has the capacity and experience to run a full summer program under ELO-P, and incorporate ASES funding if we were to receive that for this site as well. Finally, the attitude of, “YES, let us partner, we can do this!” was exciting to hear, even with the challenges we know this site has. There is a strong desire to grow in Morgan Hill and to provide support to students who need it most in the community. There is a sense of true partnership, teamwork, and support, and they are aligned well with our student centered, Si Se Puede! attitude. Communication has been clear, easy, and available placing the student and family needs at the front of all decisions.

See attached for full BGC Proposal, budget and impact reports.

- 2022 Executive Summary_School Year Program_MHUSD v3.0.docx
- 2022-2023 Budget SY_Voices v1.0.pdf
- 3. (A) Attachment_Logic Model and Five Key Elements.docx
- 4. (B) Attachment_Core Enrichment Programs.docx
- 5. (C) Attachment_Goals and Objectives.docx
- 6. (D) Attachment_2020-2021 Impact Report.docx

Goal Start Date:
Advent/Peak: April 2023 (30 students at Peak, 40 students at Advent)
MHCCC: Summer 2023–will depend on space available and transportation for students to a site.

2. Mount Pleasant

Mount Pleasant is a site that has experienced the same issues as other schools due to the pandemic (families moving, learning loss, and staff shortages to name a few), in addition to being an area of San Jose that is often affected by problems of gangs, negative influences to youth, and economic struggles, all of which were exacerbated by the pandemic as well. In talking with CMO and school leadership, MP has experienced challenges as a community as well, which was reflected in engagement and summer school. It is clear the school leadership is working hard to engage families, create and foster a culture of community, and bring opportunities to students to help them academically, and give them a sense of belonging at school.

Bringing an expanded learning program to the school will not only help families, but also help the students feel they have somewhere not only safe to be after school, but somewhere that they belong, feel valued, and enjoy being. Mount Pleasant would also benefit from the programs of The Boys and Girls Club–homework time, academic help, math focused enrichment/learning programs, and enrichment such as sports, cooking, and art. Additionally, BGC has stated that opening both Morgan Hill and Mt. Pleasant would be achievable. They are familiar with the area, have avenues to hire staff, and programs for the school year and summer that have been successful at a number of schools in East San Jose.

Boys and Girls Club would support Spanish language at MP by seeking bilingual and bicultural staff, and have experience with other dual language schools. They are also open to having students be pulled out from the program for scheduled times during the day in order to participate in programs such as tutoring, or additional enrichment programs which are being explored for the students. At this time, there are no set plans for students to attend additional programs, but MP is working to bring a few options to students, which would also be an option for students who are attending BGC.

**See Above for BGC Impact Report, Executive Summary, etc.

Goal Start Date: April 2023 (80-100 students, full program Summer/July 2023, possibly with ASES funding Fall 2023, if needed to support middle school)

3. West Contra Costa

WCC parents, staff and students all aligned on the focus of expanded learning being something the students were not offered in the regular class day. Priorities went to physical activity, developing artistic/creative skills, and social emotional learning. Students wanted physical activity, sports, and arts. There is also the need to address student's needs for consistency and trust due to a couple classes being substitute teachers all the time. Behaviors such as a lack of respect, and not being focused on learning are evident in those classes. An expanded learning program could give students a place to go, get homework done, and feel valued, respected, by program staff who ideally would be more permanent and consistent than a daily teacher substitute .

Parents at this site had a strong preference for arts and activity to get kids moving, over academic goals. Conversations I had with some parents at back to school night were clear that they wanted their child to enjoy going to a program, and then be excited to go to school again in the morning. They want students to get things they were not offered in class such as art and PE, and also to get healthy snacks, which they would not have to provide for students.

Network leadership preferences are that arts and physical movement will help students, changing up their day, getting them moving, and their brains thinking in a different way. It is also noted that students exhibit a love for art, and sports (basketball for older students). Social emotional learning is also a need at the school.

WCC is in an area that does not have a lot of CBO's offering to run programs. Opening BCG at WCC is contingent on first opening BCG programs in South Bay (MP and MH) schools. After reaching out to the YMCA repeatedly and getting no response, I also spoke to Richmond Police Activities league, only to find out they no longer are running after school programs, and that the Boys and Girls Club of the area is not able to take on more programming. Elevo is an option, but is one of the more costly programs, and while they offer some art clubs and activities, their focus is primarily on sports, movement, and social emotional learning . While many students would like sports, having a heavy focus on it, as Elevo does, would leave some students out who may not want sports.

The best option for WCC would be Boys and Girls Club of Silicon Valley, if they are able to run in the area as they think they will be, through an agreement with the BGC San Leandro (they are not able to take on any more programs/schools at this time). This agreement is in place for another program already, and allows them to run a full program with no limitations that Voices would notice. They would be able to tailor a program to include physical activity, sports, games, and arts of all types to fit the students' needs. They would also be able to add some academics and activities to support learning goals in ways that kids would enjoy.

Girls on the Run would also be an excellent program to bring to WCC to address the girl's confidence issues and high involvement in drama. Girls on the Run (GOTR) is a program that focuses on confidence building through running, but in a manner that anyone can be successful, even the students who hate running in the beginning. It can be operated by anyone such as parent volunteers, school volunteers, even a program staff. BGC has operated this program at other sites, and could do it again for us. This would be a good time to pull some of the girls away from the larger group and allow them to have meaningful conversation with each other and adults around friendships, making good choices, and consent, in a way that is age appropriate and focuses on respecting yourself, and making healthy choices.

Challenges to be addressed with WCC center around clear communication to parents. Many do not understand the difference between school and expanded learning time, where the money comes from, and how if we can run a program and pay for that, we cannot get classroom teachers. In order to build and maintain trust between parents and SL's it will be necessary to clearly define programs, as well as where the funding is coming from, and what the rules around

it are. This will be clearly explained in all parent meetings and outgoing information, as well as made available to school leaders in their FAQ's and playbook.

WCC does not have a finalized plan for the program as I am also exploring AfterSchool All Stars, which is an organization running well rounded afterschool programs, which I originally thought had left the area all together. Recently, I found they may actually still be running programs in Richmond and Oakland. Their model was to truly partner with schools in all ways, and provide programs supporting social emotional learning , and academics, along with enrichment. They typically ran in low income areas, and sought out staff from the areas they ran in, creating a strong sense of belonging and community from all angles–school, staffing, and program. I have reached out to them, and will be following up this week if I don't hear back, as I would like to talk to them about the possibility of running programs. Previously they ran great programs which were often looked to for best practices on truly serving students in any way possible, and creating strong bonds with community and school together.

Goal Start Date: April/May 2023 with BGC SV through agreement with local BGC (80 students to start, then fully open in Summer 2023)

4. **Stockton**

Stockton has proven to be the most challenging to find a community partner. FACES, Elevo, and YMCA San Joaquin have all been explored, and while FACES has not yet submitted any budget proposal, it looks like the YMCA is the partner of choice. They strive to create partnerships, build community, and serve students. They have become the Stockton Unified partner for ELO-P, as well as Lodi and some charter schools of the area. In speaking with their director, and coordinator, they were very eager to join with Voices, submitting a proposed budget, as well as taking time to understand what it was we focused on, and what we would need from them.

They would be able to provide staffing, program, and summer program if we wanted. Programs would focus on enrichment through activities planned with student voice and choice, homework/academic assistance, and physical movement. Throughout the day social emotional learning would be built into the program, an area the YMCA is focusing on for all schools, and is bringing creative and new ways to teach social emotional learning . In speaking with the director/coordinator it was very clear they were committed to Stockton students, and finding ways to help them succeed, as well as find fun ways to engage with the community. Small community service options, invitation to larger events, and the coordinator being so excited to possibly work with our students as she sees similarities between herself and them being a native Spanish speaker herself and wanting to hold on to the culture and traditions she was raised with, while also being successful and going to college.

Additionally, the YMCA operates many ASES funded sites, and some that are blended between ASES and ELO-P. When talking with them about possible funding streams, they suggested applying for ASES, and felt it was well within their capabilities to blend the two together so for families and students, they would only see one program, while from our side we would be running one program, with two sets of funds and rules. This would supply additional funding for the site while it grows, and offer some extra funds to serve students better. Since Stockton is a

site with such high facility costs, and less students, I feel they need additional funding to be able to run a quality program, and therefore believe utilizing the YMCA to open ELO-P programs this year, and moving forward with ASES funding applications for next year, would be the best way to balance costs and still run a quality program.

One additional organization is still being explored in Stockton as an option. The Table Community Foundation is a local non-profit which seeks to improve their community through youth programs, believing that students are not a product of their environment but a product of the opportunities made available to them. This organization would match well with Voices values and culture, focusing on students, their well-being, giving them all the opportunities they deserve, and forming a community partnership. Since they are not providing after school programs on a large scale, this is an open conversation as to how they can work with our school, and if an after school program through them would be possible, and a good use of resources. **Update: The director of the Table Community Foundation visited Stockton, meeting with the principal, and expanded learning coordinator. The meeting went very well in terms of aligning missions, goals, and envisioning a program in the spaces. Next steps are to continue to work with them to develop a program proposal and budget. A budget proposal and next meeting have been requested with Table Community Foundation, and we are awaiting a response.

2022-2023 Voices ASP PROPOSAL-REV.pdf 2022-2023 Voices ASP BUDGET.xlsx

Goal Start Date: May 2023 (40 kids to start the program, full program for all kids, with ASES element Summer 2023/Fall 2023)

5. **Flagship**

Seeing as Flagship has a CORAL program operating onsite, they are the last priority for placing programs onsite. CORAL is currently operating an ASES funded program, and will continue to do so through the end of the school year if we allow them to. In speaking with SL's, students, and a couple parents, it does not seem to be a program that has any problems, so there is no need to remove them from the site during the year. There is a gray area around the ASES funding for this program as it is through Franklin McKinley School District, with an agreement that lists Voices as a site for CORAL. This is not funding that we have applied for directly, so there is more research needed here.

In speaking with the Managing Director of CORAL, there was a lack of passion or excitement for the program. While it meets all standards for a program, it lacks a certain "wow" factor, or things that would make the program exciting for students. It also was not presented in such a way that established a partnership, but more as a program which operated onsite, not as one with Voices. Strengths include a capability of operating programs Flagship, a familiarity with the school and families, and vice versa, as well as hiring staff who are mostly bilingual to support Voices students in English and Spanish. They are also considered leaders in STEAM programming, adopting new standards, and participating in TECH challenges.

For Flagship, it is recommended to finish the school year with CORAL in place as is, and then switch to BGC for summer, and possibly school year programming. Their programs include more

student voice and choice, lots of options, and a dynamic model to keep kids engaged. In speaking with them, there is much more of a sense of partnership, and growing together. If it is decided to apply for ASES program money at this site as well, BGC has experience with ASES and would be able to operate the dually funded program as well, which could serve more students, and possibly include middle school through ASES middle school specific funding. For Flagship, it will be important to include all grades (including VMS) from the beginning, since there has been access to the programs already. ELO-P funding is specific to grades TK-6th, and that they must be fully served prior to extending the programs or funding to additional grades.

Flagship, like the other schools, would benefit from physical activity, games, sports, and things such as dance. Students want to be in clubs, centered around their interests. They also need to get their homework done, and have academic support as well. Social emotional learning is necessary as well, across all the grades. BGC is positioned well to be able to provide all these aspects in a manner that is fun, engaging, and inviting to students and families. They are also similar enough in program design that it won't be significantly different from CORAL, but more engaging and exciting for students. BGC is also focused on building a strong relationship with the schools, speaking with teachers, staff, and being part of the community. This is not an area CORAL has excelled at. This clear partnership and communication would be beneficial to students so that information and goals were across the board, as well as including more of the Voices culture into the afterschool program.

**See above for BGC information & proposal
Coral Proposal/Budget:
ELOP Voices - New Site.pdf
School Working Agreements 22-23.docx

Goal Start Date: Summer 2023 (End of June/July)

Implementation

Budget

The data from parent surveys was used to estimate the number of students who would likely attend on a regular year. 44% of parents said yes, 20.5% said very likely, and 16% said probably. Assuming that 2/3rds of this group change their mind and decide not to attend this year. The total is 75% (44+20.5+10.5), for after school during the school year. Summer is slightly higher at nearly 84%, but summer may have some changes once people get closer to planning, and knowing the summer school plan for their child as well.

For the 22-23 school year, programs will open based on the State's requirement of serving 50% of UPP students, for 23-24 year programs will expand to serve all Voices students TK-6th grade, and possibly beyond. The table below shows program estimates for each school:

	MH	MP	WCC	ST	FM
22-23	100*	150	80	30	100
23-24	180	180	180	110*	220

*assuming Stockton adds two Tk/K classes next year
**All estimates are based on student count on census day in 2021, and will need to be updated once we have census day counts for 2022.

DRAFT: working copy of ELO-P Budget.xlsx

Per state funding, schools receive $2750 per student for 175 school days per year, plus 30 non-school days. Without considering that non-school days are longer and would cost more (trends show that less students attend non-school days than school days), 205 days of programming at $2750 apportionment per student, is $13.10 per day/student. BGC costs $13.53 per student/day for after school programming, so if students attend at this rate projected, we would need additional funding. BGC Summer budget estimates that per student is roughly $34.18 per student/day for 30 days, as required by CDE ELO-P rules. There are some adjustments which can be made to the budget with partners, mainly hours worked by lead/coordinator staff, but it will not be enough to run the program at this capacity. For that reason, it is necessary to consider opening programs from 4 pm to 7pm, and operate under a braided and blended model of ASES funding & ELO-P funding. This would allow us to provide programs to the students who need it, as well as operate at a quality standard, knowing programs are staffed, and providing support to students daily. ASES funding also has a middle school option, which could open up our programs to 7th and 8th graders. Under ELO-P, 7th and 8th graders could attend programs, IF TK-6th requirements were met first, and there was additional spaces, or funding left over.

Additional ways to increase funding would be to charge program fees on a sliding scale to families who do not qualify for free programs (English language learners, foster/homeless youth, and those qualifying for Free & Reduced Meals could not be charged). This would bring some income to offset the cost of the program, and could be charged for school year daily programs, as well as summer programs. Another detail to consider is the cost of the facilities charged to the ELO program. In ASES, which is used as much of the bases for ELO-P decisions, it is a generally accepted practice to keep charges for facilities and overhead to 15% and under, keeping 85% of funding going directly to student supports through programs, staffing costs, and equipment, meal, and other direct costs. Except for Flagship, the rates being charged for the sites are much higher than 15%, so if they are reduced to the 15% then the gap closes a bit. Keeping this cost lower also reduces the attention charging such high fees for facility rental would garner from State auditors.

Specific to Stockton, as it is still a growing school, they are not receiving as much money as they will when they are fully grown. This also means each year they receive funding based on the last year's numbers, which are a whole grade level less than the current school year, creating a gap in funding. While ASES funding may help close this gap, the school is the lowest funded school at this time, simply due to its small size. To account for this growth, it may be necessary to lower the rate paid for facilities until it is fully grown and receiving more funding. A step approach over the next 4 years could be developed to increase facility payment as the apportionment grows.

In order to best utilize the money apportioned to each school, it may be necessary to adopt an attendance requirement similar to ASES for an ELO-P program. This means that students would be expected to attend programs daily, and for the majority of the program hours. This would eliminate the need to staff for the larger number of students who may enroll, but not attend daily, if this is an option. It also eliminates the drop in option for programs. This is monitored by attendance records and after the third unexcused absence students are removed from the program and will need to reapply should they want to rejoin. This allows students on the waitlist to join the program, who may attend more regularly. This would not limit access to students, IF they were to attend the program daily, but would deter the program from being used as a drop in center, or a once in a while program, and would encourage students to participate in a full day of program, thus gaining the maximum amount of support. Parents would still be able to pick up their children early on occasion using the Early Release Policy..

Timeline

March 2023	● ELO-P Plan and Budget Board Approval (Date TBD) ● MH, MP, WCC–parent meetings, communication released ● ST–parent meeting & communication released ● Contract with Community Organizations for programs
April / May 2023	● Programs open at MH, MP, WCC ● Submit ASES application (Due Feb 10th) ● Training with partners to align with Voices values and messaging ● School site meetings, visits, meet with partners ● Program opens at ST
July 2023	● Summer Programs open at all 5 sites ● Family event ● Quality survey to families/students in programs
August 2023	● Training with partners & Voices to align and create one community ● Programs open at start of school ● Walk-throughs at schools with SL's for spaces available ● Enrollment of students for program

Appendix

Community Based Organizations & Enrichment Providers

Strengths & Challenges Evaluation:

Community Based Organizations for ELO-P

Programs and community based organizations that were researched and deemed to not be viable options at this time:

- Afterschool Allstars (ASAS)
- Elevo
- FACES
- Think Together *Update: they have contacted us regarding programs as of 12/21/22*
- YMCA Silicon Valley

Associate Teacher (CDE "Instructional Aide") Hiring Requirements

As a Title 1 school Voices ATs are considered paraprofessionals, whose duties include instructional support, and therefore must meet the following requirements:

- High school diploma or the equivalent, **and**
- Two years of college (48 units), **or**
- A. A. degree (or higher), **or**
- Pass a local assessment of knowledge and skills in assisting in instruction. (passing a paraprofessional exam in the past at another school is acceptable with a verification letter or passing scores)

Coversheet

ELO Plan Approval for Voices FS, WCC, ST, MH, and MP

Section:	III. Board Business
Item:	B. ELO Plan Approval for Voices FS, WCC, ST, MH, and MP
Purpose:	Vote
Submitted by:	
Related Material:	ELO Program Plan --FM (1).pdf ELO Program Plan --MH.pdf ELO Program Plan --MP (1).pdf ELO Program Plan --ST.pdf ELO Program Plan --WCC.pdf

EXPANDED LEARNING OPPORTUNITIES PROGRAM TK-6th Grade

Prepared by:
Voices College-Bound Language Academies



Voices Academy Flagship
715 Hellyer Ave
San Jose, CA 95111

This Program Plan is required by California *Education Code* (*EC*) Section 46120(b)(2)

Updated 2/21/23

Expanded Learning Opportunities Program Plan

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Voices College Bound Language Academy–Flagship

Contact Name: Kristen Hitchman

Contact Email: khitchman@voicescharterschool.com

Contact Phone:

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Voices Academy–Flagship
2.
3.

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an

extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

Expanded Learning Opportunities
Program Plan

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Voices expanded learning programs (ELO-P) will be offered onsite in collaboration with the Boys & Girls Club of Silicon Valley (BGCSV). Programs will be located at the **Flagship** school site, so no transportation will be necessary. BGCSV has a long history of serving students in this community, providing enriching and supportive out of school programs, which will be delivered to students in collaboration with Voices to provide one comprehensive program under ELO-P.

Staff from BGCSV will receive training in Safety & First Aid prior to starting work with Voices students, and maintain First Aid certifications appropriately. Safety drills will be scheduled, practiced, and documented one time per month for each month that the program is running, including, but not limited to, fire, earthquake, and lockdown drills. BGCSV staff will be trained on additional Voices safety procedures such as code orange (self harm), and site specific protocols.

ELO-P staff will provide a safe and supportive environment that provides for the developmental , social-emotional, and physical needs of students by continuously holding a high standard for ourselves, as well as BGCSV, in programs. This will be evident through our commitment to shared values of excellence, community, critical thinking, creativity, and character development. Student's needs will always be held at the forefront, and be the guide to our decision making.

Additionally, staff will be easily identifiable to students, families, and other stakeholders by wearing BGCSV uniform shirts, as well as name badges identifying them as Voices/BGCSV ELO-P staff.

Staff, students, and families will know where students are located for the duration of the program through schedules (with locations of students), onsite signage (adjusted daily), and through contact with the ELO-P coordinator onsite via cell phone/text.

Emergencies can occur at any time, so staff will be trained in emergency procedures, first aid, and preventative safety, as well as have access to emergency contacts for all students in the program through emergency forms kept onsite, and through electronic registration forms as well. The program coordinator and staff will be trained on incident documentation and reporting, the importance of a timely report and communication, and have access to both the BGCSV director, Voices

principal, and Voices Expanded Learning Coordinator phone number/emails for communication of such incidents. An emergency management flow chart will be provided at each site to assist staff in knowing who to contact, how, and when.

Voices staff, students, and BGCSV staff will all work together to share the responsibility of creating a sense of community and belonging. Values will remain aligned through periodic check-ins between BGCSV director/coordinator and Voices ELO Coordinator and site principal. Training and communication will be developed between BGCSV directors & Voices ELO Coordinator to align cultural values and support systems for the students.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Voices strives to create lifelong learners, who seek answers to their questions, challenge the status quo, and see endless possibilities for their future. In order to provide students with the tools necessary to meet these goals, it is necessary to also offer them many opportunities to explore, develop mastery in some skills, and experience novel activities they may not normally try. Expanded learning programs will support all areas of the student's growth including physical, social emotional, and cognitive development.

Activities will reflect student voice and choice, while also reflecting the needs identified by teachers, parents/guardians, and other stakeholders. Daily activities may include, and are not limited to, creative play, arts, music, teambuilding, leadership skills, additional academic support, homework help, recreation activities, STEAM activities, life skill building, and sports. Offerings will be "high yield" activities, meaning they have strategic goals, learning, and outcomes built in, and are not just provided simply as an activity to keep kids busy. Enrichment will be varied, and include hands-on projects, chances for students to lead, and utilize skills which will help them in their school day as well.

Through communication between Voices Expanded Learning Coordinator, school leaders, and BGCSV coordinators and staff, information will be shared regarding student needs so that program activities can be scheduled to support the school day, without duplicating it.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The daily schedule and overall program are designed with purpose to support students, develop their critical thinking skills, encourage exploration, nurture their passions, and increase their engagement in school and healthy activities. Students will be offered a variety of activities, clubs, and projects, all designed to encourage skill building, in both academic and enrichment areas. Examples of this are:

- Snack/Meal Time: Not only is this a time for students to nourish their bodies, it is a time for connection with other students/staff as they sit and eat together. It is also a time to learn nutrition and healthy living habits.
- Group games & Sports: These are a time to practice cooperation, teambuilding, communication, and strategy. Students are challenged to lead, as well as know when to support the group, in order to achieve a shared goal. Games can be both physical in nature, allowing for fitness, and strategic, pushing students to look beyond the obvious for additional solutions.
- Arts Activities: These foster creativity and expression. Arts are a chance to use ordinary materials to create something different, or to utilize techniques and tools in multiple ways, producing different results each time. They can be large, small, or pieces to a bigger final product.
- Science / STEAM activities: Even the simplest of science projects involve following directions, documenting your steps, outcomes, and observing what is happening. Projects can vary in size, and difficulty, or allow older students to help younger students, working together. Math can be incorporated, as well as reading, public speaking (presentations), and art. Projects can also help students learn to research, ask the right questions to get the information they need, and think critically about how and why things are happening.

Students are encouraged and supported as they build life skills as well, such as communication skills, social skills, and coping skills. These can be practiced in a safe environment of the program, supervised by caring adults, who help guide students in their choices and development of skills. Social emotional skills will be built throughout the program as students practice routines similar to those at school, act as part of a larger community, and are supported in their appropriate expression of their own needs and feelings. Appropriate behavior, language, and healthy life choices will be expected, as ELO-P rules will mirror school rules. Communication systems between Voices & BGCSV will be in place so that both are aware of student needs, challenges, and actions taken.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

In developing a program at Voices Academy, it was very important to include student input in the program design and offerings. Students (grades 3+) were surveyed regarding their needs, wants, and ideas for programs. This information was then used to identify the BGCSV as a potential partner as they could offer the majority of the programmatic pieces the students wanted.

Moving forward, student voice will continue to be essential in programs. Students will receive surveys periodically throughout the year, requesting feedback on the overall program, as well as the enrichment pieces offered. As student interests/needs change, so will the program offerings. Additionally, quarterly meetings will be held at the site for students who wish to participate in a steering committee. Student leaders will meet with BGCSV staff, as well as Voice Expanded Learning Coordinator (ELC), to plan events, talk about the direction of the program, and student needs.

Being a multi-age program, older students will have the opportunity to act as mentors/buddies to younger students, assist staff, and plan/lead activities for their peers. Students will also have the chance to lead during daily activities such as group times, games, daily tasks (snack & clean up), and restorative justice practices, as needed.

Younger students will have the chance to have their voice heard when they are voting for enrichment clubs each cycle, choosing games for recreation time, and through suggestions made during group meetings, or to older youth leaders/staff members.

All students will have the chance to participate in service learning projects to better their community several times a year. These will be chosen by students and site staff, and led primarily by student leaders, with the support of site staff.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

During the program students will be offered times for both structured play and free play, encouraging healthy movement, releasing their energy, and to be children. Activity plans will promote physical activity, social emotional health/growth, and healthy choices.

Daily students will be given the time to be active. This may be through a structured fitness activity like yoga, dance, and sports, or through unstructured physical play time where students can choose to play basketball, jump rope, or play student led games, or in active enrichment choices such as run/walk club, sports clubs, etc.

Snacks will be served to students daily, during the program, which meet the requirements established by local, state, and federal regulations. Snacks will be consistent with the Federal Smart Snacks guidelines, and consist of at least 2 food groups. In addition to providing healthy snacks, ELO-P program recognizes the importance of supporting our students in learning to make healthy choices regarding food, sleep, exercise, and hygiene practices. In order to further support students in healthy living, the program will provide opportunities for students to exercise these healthy choices and habits, as well as seek out community resources to support these habits.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Voices provides a rigorous academic program for students, founded on a Si Se Puede attitude that guides our schools. Additionally, Voices embraces a Mayan phrase, In Lak'ech, which means "I am you, you are me". This is reflected in our strong community, and sense of family, in which we work together, believe in strength in unity, and that together we can all achieve. These values will be integral in the ELO program, and the BGCSV will be included in our familia, acting as a support for our students, and a member of our school community.

All Voices students (TK-6th) will be offered, and provided access, to ELO programs in ways which are culturally and linguistically appropriate. Additionally, all communication, meetings, and information will be provided to families in both Spanish and English. Celebrations from the cultures our students represent–Latino, American, and beyond.

Programs will be available without cost to students who qualify for Free and Reduced Price Meals (FRPM), or are foster/homeless youth, in accordance with state guidelines. Students not qualifying for no cost programs will be provided access, which may include a sliding scale fee which is considerate of income levels and ability to pay.

All students deserve a safe and supportive environment to attend afterschool, and that is the intent of Voices and BGCSV. ELO-P will provide access to all Voices students, TK-6th grade, regardless of background, culture, learning style. Voices and BGCSV recognize the value in the many backgrounds and experiences our families bring to our shared school community. BGCSV has committed to providing staff to act as positive role models, fostering this strong sense of community, and supporting our students in culturally and linguistically responsive ways.

Voices Expanded Learning Coordinator and the Director of Special Populations will work with BGCSV Coordinators to identify and remove barriers through reasonable accommodations, so that students may have equitable access to the ELO program.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

In hiring staff, BGCSV will seek out individuals who will be responsive to student

needs, ensure their safety and well-being, as well as support the Voices culture and needs. Staff who speak Spanish and understand the Latino culture will be sought after to further support the student's learning, language development, and cultural identity.

Expanded learning staff will participate in several sessions of professional development alongside Voices staff, in order to ensure the same school culture extends to ELO programs. This will also help to align ELO programming with school day, and create a sense of community between all parties. Additionally, staff will receive training on health and safety, first aid, cpr, behavior management, restorative justice practices, expectations and protocols, and more. Training will be provided by BGCSV, outside agencies such as Red Cross, and Voices Academy.

Staff will receive ongoing training throughout the year, as well as real-time coaching from the BGCSV leadership, as well as from Voices school leaders and Expanded Learning Coordinator. Site visits will be conducted regularly, as well as program quality assessments.

Staff will also follow all hiring requirements for working with youth as set forth by Voices, BGCSV, and the state. This includes fingerprinting and background checks, as well as meeting the basic hiring requirements for Associate Teacher as set by Voices.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

Voices Mission
Voices College-Bound Language Academies 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.

Voices Vision
All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and 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.

Voices Expanded Learning Vision
Provide programs at each of our school sites which match the individual school's needs and cultural intricacies, while also aligning with Voices overall mission and vision. These programs will serve as safe spaces for students to go during out of school hours, which support learning and growth through academic and school goals, as well as social emotional learning, skill building, and exploration. Programs will be designed to provide support in such areas as homework, language (English and Spanish) development, literacy, and math to all students participating, as well as offer novel options for enrichment which are student centered, and reflect the needs and desires of the students/families in each program.

Additionally, the ELO program has engaged stakeholders in the initial design of the program through needs assessment surveys. Stakeholders will continue to be surveyed throughout the program, as well as included in committees as needed. Our stakeholders are our strongest asset, and their wisdom and experience are important to our community. Clear communication paths will be established and laid out to create an effective and healthy partnership between Voices and BGCSV to best serve our students. Communication will also be shared clearly and appropriately with stakeholders (Voices staff, families, students, BGCSV staff) in a timely manner.

The program has been designed to best suit the needs of the students as assessed through surveys, and will continue to shift to reflect their changing needs. It is also designed with the Voices academic goals in mind, and will work to push students to achievement and success in these areas as well. Continued surveying, benchmarking, and monitoring of student success will help guide program goals.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Voices will collaborate and create a partnership with the Boys and Girls Club of Silicon Valley to provide the expanded learning program to students, TK-6th grade. This partnership will grow our school community, and provide more support to students in the areas of academics and enrichment. This partnership will be a joint agreement between Voices and BGCSV, in which program design, responsibilities, and policies meet the needs of both parties, and are agreed upon in written contracts prior to operating programs. To create a strong working partnership, communication is key. Voices and BGCSV will meet at regularly scheduled points throughout the year to evaluate programs, policies, and any challenges occurring. Both BGCSV and Voices share the vision of creating a strong ELO program which is one with the school community, and exists to support students.

In order to create strong communication between Voices and partner organizations, Voices will build relationships with our partner organizations, and connections between Voices staff and partner organization staff. This will be done intentionally, and continually, in order to have easy and clear communication between the organizations. Building this expectation of communication into our program design will be key from the beginning, and will be modeled by all leadership staff from both parties.

Further, Voices will seek out additional partners to serve the needs of our students. This may include tutoring programs, mentorship programs, speciality programs (such as sports, music, or theater groups), cultural groups, and community groups offering programs or resources to students. These programs may operate a single day program, field trip, cultural event, or an ongoing enrichment opportunity. As part of an ongoing effort to provide many opportunities to our students, Voices seeks partnership and collaboration from community organizations, individuals, and businesses, which may offer valuable opportunities to our students.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Voices Academy holds high standards, believing that there is always room for growth and ways to better our community. The ELO program is no different, and it will continually grow, shift to meet changing needs, and find ways to fill more gaps, providing opportunities to students. Voices ELO program will work closely with stakeholders to develop and improve the program framework, setting and meeting goals to support student learning, and seek ways to best support student growth and development academically, emotionally, and physically through high quality programming. The ELO program will use data from many sources to determine needs including benchmarking, student assessments, and surveys of all stakeholders. Feedback will always be welcomed and received as a gift which we can use to continuously improve programs to best meet the changing needs of our students.

11—Program Management

Describe the plan for program management.

Voices ELO programs will be overseen by the Expanded Learning Coordinator (ELC), and operated in partnership with the Boys & Girls Club of Silicon Valley. Voices ELC will have regular meetings with BGCSV leadership representatives. Each program will have a site manager/coordinator from BGCSV who will communicate with school site leaders as well as Voices ELC regularly. Communication pathways will be set up for all staff, including phone/email lists, and directions for who/when to contact. If conflict arises, Voices ELC and BGCSV managers will work to find solutions and resolve issues. In partnership with BGCSV, Voices will work to develop and administer a quality program for afterschool and non school days (summer) which considers student academic and developmental needs, stakeholder input, and available program possibilities.

A program budget shall be set annually, and revisited as needed, by Voices. The budget will include set costs provided by BGCSV, and/or other community partners / agencies.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a

single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

At this time, Voices does not operate any ASES or 21st CCLC Programs. Should this change, the program plan will be updated.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

ELO programs will include age specific curriculum and activities which are developmentally appropriate for each age group, or which will include developmental distinctions for age groups to support needs of younger children. Curriculum will be offered in both teacher-led group activities, and self directed exploration in areas of science, math, language, music, nature, arts, motor skills, creative play, and social emotional awareness. Focus for TK and K students will be on developing the whole child through play-based instruction, and routines which mirror the school day routines so as to support school learning and behaviors.

TK and K students will be grouped together in order to support their needs, and encourage routines. Staff working with this age group will be trained on specific needs of the younger child–including developmental and academic learning and needs. TK & K student schedules for expanded learning may also be adjusted to suit their physical and emotional needs.

Ratios for the TK & K age group will be set at 10:1 for the duration of the program.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or non school day.

Voices Regular School Day 8:00 am - 4:00 pm Instructional Day

Sample Program Schedule

4pm: Arrival from School / Check In / Snack / Wash Hands / Restroom
4:20 pm: Homework or academic activity
4:50 pm: Enrichment Time / Club Time
5:30 pm: Recreation Activity / Physical Activity / Group Games / Clean Up
6 pm: End of day / Pickup (All students must be signed out by 6 pm)

Minimum Day Schedule

12:30 pm: Dismissal from school / Check In / Restrooms / Wash Hands
1:00 pm: Outdoor Activity (group games, structured play, fitness activity)
1:45 pm: Snack
2:15 pm: Homework Time / Academic activity
3:00 pm: Enrichment Choice (cooking, science, dance, sports, etc)
4:00 pm: Large group game (academic based, ex. Jeopardy)
4:30 pm: Small group activity (writing workshops, math games, conversational Spanish)
5:00 pm: Outdoor free play
5:30 pm: Clean up, and indoor board games, reading, coloring
6:00 pm: End of day, all students must be signed out by 6 pm

Summer Sample Schedule (Camp Session)

8:00-8:30 am: Camper check in
8:30-9:00 am: Welcome! (group time check in, schedule, ice breaker, team builder)
9:00-10:00 am: Academic Enrichment activity (writing workshop, language dev)
10:00-10:30 am: Morning Snack
10:30-11:00 am: Outdoor recreation time (unstructured play)
11:00-12:00 pm: Themed STEAM activity
12:00-12:15 pm: Clean up, restrooms, wash hands
12:15-1:00 pm: Lunch / Recreation
1:00-1:30 pm: Reading / Quiet Time / Relax
1:30-2:30 pm: Theme Activity–Group (art, science, cooking, engineering)
2:30-2:45 pm: Clean up, debrief activity
2:45-3:15 pm: Afternoon Snack
3:15-4:00 pm: Move Time (campers choose walk/run, sports, group games, dance, etc)
4:00-4:30 pm: Camper Choice Time (free play options)
4:30-5:00 pm: Clean Up, large group games (all campers signed out by 5 pm)

Expanded Learning Opportunities Program Plan

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

***EC* Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

***EC* Section 46120(b)(1)(B):**

For at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

***EC* Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in

the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

***EC* Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

***EC* Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

***EC* Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

***EC* Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

***EC* Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

***EC* sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval

of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

> (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
>
> (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

EXPANDED LEARNING OPPORTUNITIES PROGRAM TK-6th Grade

Prepared by:
Voices College-Bound Language Academies



Voices Academy Morgan Hill at Peak
17720 Peak Ave
Morgan Hill, CA 95037

Voices Academy Morgan Hill at Advent
16870 Murphy Ave
Morgan Hill, CA 95037

Voices Academy Morgan Hill
At Morgan Hill Community and Cultural Center
17000 Monterey Road
Morgan Hill, CA 95037

This Program Plan is required by California *Education Code* (*EC*) Section 46120(b)(2)

Updated 2/21/23

Expanded Learning Opportunities Program Plan

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Voices College Bound Language Academy–Morgan Hill

Contact Name: Kristen Hitchman

Contact Email: khitchman@voicescharterschool.com

Contact Phone:

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Voices Academy–Morgan Hill
2.
3.

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

Expanded Learning Opportunities Program Plan

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Voices expanded learning programs (ELO-P) will be offered onsite in collaboration with the Boys & Girls Club of Silicon Valley (BGCSV). Voices will work directly with BGCSV for operational needs. Programs will be located at the **Morgan Hill** school sites– Peak & Advent. Sixth graders may attend a program at a nearby shared site, which will be accessible by walking. Students will walk with staff from ELO programs, in a safe manner. BGCSV has a long history of serving students in this community, providing enriching and supportive out of school programs, which will be delivered to students in collaboration with Voices to provide one comprehensive program under ELO-P.

Staff from BGCSV will receive training in Safety & First Aid prior to starting work with Voices students, and maintain First Aid certifications appropriately. Safety drills will be scheduled, practiced, and documented one time per month for each month that the program is running, including, but not limited to, fire, earthquake, and lockdown drills. BGCSV staff will be trained on additional Voices safety procedures such as code orange (self harm), and site specific protocols.

ELO-P staff will provide a safe and supportive environment that provides for the developmental , social-emotional, and physical needs of students by continuously holding a high standard for ourselves, as well as BGCSV, in programs. This will be evident through our commitment to shared values of excellence, community, critical thinking, creativity, and character development. Student's needs will always be held at the forefront, and be the guide to our decision making.

Additionally, staff will be easily identifiable to students, families, and other stakeholders by wearing BGCSV uniform shirts, as well as name badges identifying them as Voices/BGCSV ELO-P staff.

Staff, students, and families will know where students are located for the duration of the program through schedules (with locations of students), onsite signage (adjusted daily), and through contact with the ELO-P coordinator onsite via cell phone/text.

Emergencies can occur at any time, so staff will be trained in emergency procedures, first aid, and preventative safety, as well as have access to emergency contacts for all students in the program through emergency forms kept onsite, and through electronic registration forms as well. The program coordinator and staff will be trained on incident documentation and reporting, the importance of a timely report and communication, and have access to both the BGCSV director, Voices

principal, and Voices Expanded Learning Coordinator phone number/emails for communication of such incidents. An emergency management flow chart will be provided at each site to assist staff in knowing who to contact, how, and when.

Voices staff, students, and BGCSV staff will all work together to share the responsibility of creating a sense of community and belonging. Values will remain aligned through periodic check-ins between BGCSV director/coordinator and Voices ELO Coordinator and site principal. Training and communication will be developed between BGCSV directors & Voices ELO Coordinator to align cultural values and support systems for the students.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Voices strives to create lifelong learners, who seek answers to their questions, challenge the status quo, and see endless possibilities for their future. In order to provide students with the tools necessary to meet these goals, it is necessary to also offer them many opportunities to explore, develop mastery in some skills, and experience novel activities they may not normally try. Expanded learning programs will support all areas of the student's growth including physical, social emotional, and cognitive development.

Activities will reflect student voice and choice, while also reflecting the needs identified by teachers, parents/guardians, and other stakeholders. Daily activities may include, and are not limited to, creative play, arts, music, teambuilding, leadership skills, additional academic support, homework help, recreation activities, STEAM activities, life skill building, and sports. Offerings will be "high yield" activities, meaning they have strategic goals, learning, and outcomes built in, and are not just provided simply as an activity to keep kids busy. Enrichment will be varied, and include hands-on projects, chances for students to lead, and utilize skills which will help them in their school day as well.

Through communication between Voices Expanded Learning Coordinator, school leaders, and BGCSV coordinators and staff, information will be shared regarding student needs so that program activities can be scheduled to support the school day, without duplicating it.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The daily schedule and overall program are designed with purpose to support students, develop their critical thinking skills, encourage exploration, nurture their passions, and increase their engagement in school and healthy activities. Students will be offered a variety of activities, clubs, and projects, all designed to encourage skill building, in both academic and enrichment areas. Examples of this are:

- Snack/Meal Time: Not only is this a time for students to nourish their bodies, it is a time for connection with other students/staff as they sit and eat together. It is also a time to learn nutrition and healthy living habits.
- Group games & Sports: These are a time to practice cooperation, teambuilding, communication, and strategy. Students are challenged to lead, as well as know when to support the group, in order to achieve a shared goal. Games can be both physical in nature, allowing for fitness, and strategic, pushing students to look beyond the obvious for additional solutions.
- Arts Activities: These foster creativity and expression. Arts are a chance to use ordinary materials to create something different, or to utilize techniques and tools in multiple ways, producing different results each time. They can be large, small, or pieces to a bigger final product.
- Science / STEAM activities: Even the simplest of science projects involve following directions, documenting your steps, outcomes, and observing what is happening. Projects can vary in size, and difficulty, or allow older students to help younger students, working together. Math can be incorporated, as well as reading, public speaking (presentations), and art. Projects can also help students learn to research, ask the right questions to get the information they need, and think critically about how and why things are happening.

Students are encouraged and supported as they build life skills as well, such as communication skills, social skills, and coping skills. These can be practiced in a safe environment of the program, supervised by caring adults, who help guide students in their choices and development of skills. Social emotional skills will be built throughout the program as students practice routines similar to those at school, act as part of a larger community, and are supported in their appropriate expression of their own needs and feelings. Appropriate behavior, language, and healthy life choices will be expected, as ELO-P rules will mirror school rules. Communication systems between Voices & BGCSV will be in place so that both are aware of student needs, challenges, and actions taken.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

In developing a program at Voices Academy, it was very important to include student input in the program design and offerings. Students (grades 3+) were surveyed regarding their needs, wants, and ideas for programs. This information was then used to identify the BGCSV as a potential partner as they could offer the majority of the programmatic pieces the students wanted.

Moving forward, student voice will continue to be essential in programs. Students will receive surveys periodically throughout the year, requesting feedback on the overall program, as well as the enrichment pieces offered. As student interests/needs change, so will the program offerings. Additionally, quarterly meetings will be held at the site for students who wish to participate in a steering committee. Student leaders will meet with BGCSV staff, as well as Voice Expanded Learning Coordinator (ELC), to plan events, talk about the direction of the program, and student needs.

Being a multi-age program, older students will have the opportunity to act as mentors/buddies to younger students, assist staff, and plan/lead activities for their peers. Students will also have the chance to lead during daily activities such as group times, games, daily tasks (snack & clean up), and restorative justice practices, as needed.

Younger students will have the chance to have their voice heard when they are voting for enrichment clubs each cycle, choosing games for recreation time, and through suggestions made during group meetings, or to older youth leaders/staff members.

All students will have the chance to participate in service learning projects to better their community several times a year. These will be chosen by students and site staff, and led primarily by student leaders, with the support of site staff.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

During the program students will be offered times for both structured play and free play, encouraging healthy movement, releasing their energy, and to be children. Activity plans will promote physical activity, social emotional health/growth, and healthy choices.

Daily students will be given the time to be active. This may be through a structured fitness activity like yoga, dance, and sports, or through unstructured physical play time where students can choose to play basketball, jump rope, or play student led games, or in active enrichment choices such as run/walk club, sports clubs, etc.

Snacks will be served to students daily, during the program, which meet the requirements established by local, state, and federal regulations. Snacks will be consistent with the Federal Smart Snacks guidelines, and consist of at least 2 food groups. In addition to providing healthy snacks, ELO-P program recognizes the importance of supporting our students in learning to make healthy choices regarding food, sleep, exercise, and hygiene practices. In order to further support students in healthy living, the program will provide opportunities for students to exercise these healthy choices and habits, as well as seek out community resources to support these habits.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Voices provides a rigorous academic program for students, founded on a Si Se Puede attitude that guides our schools. Additionally, Voices embraces a Mayan phrase, In Lak'ech, which means "I am you, you are me". This is reflected in our strong community, and sense of family, in which we work together, believe in strength in unity, and that together we can all achieve. These values will be integral in the ELO program, and the BGCSV will be included in our familia, acting as a support for our students, and a member of our school community.

All Voices students (TK-6th) will be offered, and provided access, to ELO programs in ways which are culturally and linguistically appropriate. Additionally, all communication, meetings, and information will be provided to families in both Spanish and English. Celebrations from the cultures our students represent–Latino, American, and beyond.

Programs will be available without cost to students who qualify for Free and Reduced Price Meals (FRPM), or are foster/homeless youth, in accordance with state guidelines. Students not qualifying for no cost programs will be provided access, which may include a sliding scale fee which is considerate of income levels and ability to pay.

All students deserve a safe and supportive environment to attend afterschool, and that is the intent of Voices and BGCSV. ELO-P will provide access to all Voices students, TK-6th grade, regardless of background, culture, learning style. Voices and BGCSV recognize the value in the many backgrounds and experiences our families bring to our shared school community. BGCSV has committed to providing staff to act as positive role models, fostering this strong sense of community, and supporting our students in culturally and linguistically responsive ways.

Voices Expanded Learning Coordinator and the Director of Special Populations will work with BGCSV Coordinators to identify and remove barriers through reasonable accommodations, so that students may have equitable access to the ELO program.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

In hiring staff, BGCSV will seek out individuals who will be responsive to student

needs, ensure their safety and well-being, as well as support the Voices culture and needs. Staff who speak Spanish and understand the Latino culture will be sought after to further support the student's learning, language development, and cultural identity.

Expanded learning staff will participate in several sessions of professional development alongside Voices staff, in order to ensure the same school culture extends to ELO programs. This will also help to align ELO programming with school day, and create a sense of community between all parties. Additionally, staff will receive training on health and safety, first aid, cpr, behavior management, restorative justice practices, expectations and protocols, and more. Training will be provided by BGCSV, outside agencies such as Red Cross, and Voices Academy.

Staff will receive ongoing training throughout the year, as well as real-time coaching from the BGCSV leadership, as well as from Voices school leaders and Expanded Learning Coordinator. Site visits will be conducted regularly, as well as program quality assessments.

Staff will also follow all hiring requirements for working with youth as set forth by Voices, BGCSV, and the state. This includes fingerprinting and background checks, as well as meeting the basic hiring requirements for Associate Teacher as set by Voices.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

Voices Mission
Voices College-Bound Language Academies 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.

Voices Vision
All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and 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.

Voices Expanded Learning Vision
Provide programs at each of our school sites which match the individual school's needs and cultural intricacies, while also aligning with Voices overall mission and vision. These programs will serve as safe spaces for students to go during out of school hours, which support learning and growth through academic and school goals, as well as social emotional learning, skill building, and exploration. Programs will be designed to provide support in such areas as homework, language (English and Spanish) development, literacy, and math to all students participating, as well as offer novel options for enrichment which are student centered, and reflect the needs and desires of the students/families in each program.

Additionally, the ELO program has engaged stakeholders in the initial design of the program through needs assessment surveys. Stakeholders will continue to be surveyed throughout the program, as well as included in committees as needed. Our stakeholders are our strongest asset, and their wisdom and experience are important to our community. Clear communication paths will be established and laid out to create an effective and healthy partnership between Voices and BGCSV to best serve our students. Communication will also be shared clearly and appropriately with stakeholders (Voices staff, families, students, BGCSV staff) in a timely manner.

The program has been designed to best suit the needs of the students as assessed through surveys, and will continue to shift to reflect their changing needs. It is also designed with the Voices academic goals in mind, and will work to push students to achievement and success in these areas as well. Continued surveying, benchmarking, and monitoring of student success will help guide program goals.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Voices will collaborate and create a partnership with the Boys and Girls Club of Silicon Valley to provide the expanded learning program to students, TK-6th grade. This partnership will grow our school community, and provide more support to students in the areas of academics and enrichment. This partnership will be a joint agreement between Voices and BGCSV, in which program design, responsibilities, and policies meet the needs of both parties, and are agreed upon in written contracts prior to operating programs. To create a strong working partnership, communication is key. Voices and BGCSV will meet at regularly scheduled points throughout the year to evaluate programs, policies, and any challenges occurring. Both BGCSV and Voices share the vision of creating a strong ELO program which is one with the school community, and exists to support students.

In order to create strong communication between Voices and partner organizations, Voices will build relationships with our partner organizations, and connections between Voices staff and partner organization staff. This will be done intentionally, and continually, in order to have easy and clear communication between the organizations. Building this expectation of communication into our program design will be key from the beginning, and will be modeled by all leadership staff from both parties.

Further, Voices will seek out additional partners to serve the needs of our students. This may include tutoring programs, mentorship programs, speciality programs (such as sports, music, or theater groups), cultural groups, and community groups offering programs or resources to students. These programs may operate a single day program, field trip, cultural event, or an ongoing enrichment opportunity. As part of an ongoing effort to provide many opportunities to our students, Voices seeks partnership and collaboration from community organizations, individuals, and businesses, which may offer valuable opportunities to our students.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Voices Academy holds high standards, believing that there is always room for growth and ways to better our community. The ELO program is no different, and it will continually grow, shift to meet changing needs, and find ways to fill more gaps, providing opportunities to students. Voices ELO program will work closely with stakeholders to develop and improve the program framework, setting and meeting goals to support student learning, and seek ways to best support student growth and development academically, emotionally, and physically through high quality programming. The ELO program will use data from many sources to determine needs including benchmarking, student assessments, and surveys of all stakeholders. Feedback will always be welcomed and received as a gift which we can use to continuously improve programs to best meet the changing needs of our students.

11—Program Management

Describe the plan for program management.

Voices ELO programs will be overseen by the Expanded Learning Coordinator (ELC), and operated in partnership with the Boys & Girls Club of Silicon Valley. Voices ELC will have regular meetings with BGCSV leadership representatives. Each program will have a site manager/coordinator from BGCSV who will communicate with school site leaders as well as Voices ELC regularly. Communication pathways will be set up for all staff, including phone/email lists, and directions for who/when to contact. If conflict arises, Voices ELC and BGCSV managers will work to find solutions and resolve issues. In partnership with BGCSV, Voices will work to develop and administer a quality program for afterschool and non school days (summer) which considers student academic and developmental needs, stakeholder input, and available program possibilities.

A program budget shall be set annually, and revisited as needed, by Voices. The budget will include set costs provided by BGCSV, and/or other community partners / agencies.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a

single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

At this time, Voices does not operate any ASES or 21st CCLC Programs. Should this change, the program plan will be updated.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

ELO programs will include age specific curriculum and activities which are developmentally appropriate for each age group, or which will include developmental distinctions for age groups to support needs of younger children. Curriculum will be offered in both teacher-led group activities, and self directed exploration in areas of science, math, language, music, nature, arts, motor skills, creative play, and social emotional awareness. Focus for TK and K students will be on developing the whole child through play-based instruction, and routines which mirror the school day routines so as to support school learning and behaviors.

TK and K students will be grouped together in order to support their needs, and encourage routines. Staff working with this age group will be trained on specific needs of the younger child–including developmental and academic learning and needs. TK & K student schedules for expanded learning may also be adjusted to suit their physical and emotional needs.

Ratios for the TK & K age group will be set at 10:1 for the duration of the program.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or non school day.

Voices Regular School Day 8:00 am - 4:00 pm Instructional Day

Sample Program Schedule

4pm: Arrival from School / Check In / Snack / Wash Hands / Restroom
4:20 pm: Homework or academic activity
4:50 pm: Enrichment Time / Club Time
5:30 pm: Recreation Activity / Physical Activity / Group Games / Clean Up
6 pm: End of day / Pickup (All students must be signed out by 6 pm)

Minimum Day Schedule

12:30 pm: Dismissal from school / Check In / Restrooms / Wash Hands
1:00 pm: Outdoor Activity (group games, structured play, fitness activity)
1:45 pm: Snack
2:15 pm: Homework Time / Academic activity
3:00 pm: Enrichment Choice (cooking, science, dance, sports, etc)
4:00 pm: Large group game (academic based, ex. Jeopardy)
4:30 pm: Small group activity (writing workshops, math games, conversational Spanish)
5:00 pm: Outdoor free play
5:30 pm: Clean up, and indoor board games, reading, coloring
6:00 pm: End of day, all students must be signed out by 6 pm

Summer Sample Schedule (Camp Session)

8:00-8:30 am: Camper check in
8:30-9:00 am: Welcome! (group time check in, schedule, ice breaker, team builder)
9:00-10:00 am: Academic Enrichment activity (writing workshop, language dev)
10:00-10:30 am: Morning Snack
10:30-11:00 am: Outdoor recreation time (unstructured play)
11:00-12:00 pm: Themed STEAM activity
12:00-12:15 pm: Clean up, restrooms, wash hands
12:15-1:00 pm: Lunch / Recreation
1:00-1:30 pm: Reading / Quiet Time / Relax
1:30-2:30 pm: Theme Activity–Group (art, science, cooking, engineering)
2:30-2:45 pm: Clean up, debrief activity
2:45-3:15 pm: Afternoon Snack
3:15-4:00 pm: Move Time (campers choose walk/run, sports, group games, dance, etc)
4:00-4:30 pm: Camper Choice Time (free play options)
4:30-5:00 pm: Clean Up, large group games (all campers signed out by 5 pm)

Expanded Learning Opportunities Program Plan

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

***EC* Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

***EC* Section 46120(b)(1)(B):**

For at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

***EC* Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in

the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

***EC* Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

***EC* Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

***EC* Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

***EC* Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

***EC* Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

***EC* sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval

of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

> (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
>
> (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

EXPANDED LEARNING OPPORTUNITIES PROGRAM TK-6th Grade

Prepared by:
Voices College-Bound Language Academies



Voices Academy Mount Pleasant
14271 Story Road
San Jose, CA 95127

This Program Plan is required by California *Education Code* (*EC*) Section 46120(b)(2)

Updated 2/21/23

Expanded Learning Opportunities Program Plan

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Voices College Bound Language Academy–Mount Pleasant

Contact Name: Kristen Hitchman

Contact Email: khitchman@voicescharterschool.com

Contact Phone:

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Voices Academy–Mount Pleasant
2.
3.

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

Expanded Learning Opportunities
Program Plan

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Voices expanded learning programs (ELO-P) will be offered onsite in collaboration with the Boys & Girls Club of Silicon Valley (BGCSV). Programs will be located at the **Mount Pleasant** school site, so no transportation will be necessary. BGCSV has a long history of serving students in this community, providing enriching and supportive out of school programs, which will be delivered to students in collaboration with Voices to provide one comprehensive program under ELO-P.

Staff from BGCSV will receive training in Safety & First Aid prior to starting work with Voices students, and maintain First Aid certifications appropriately. Safety drills will be scheduled, practiced, and documented one time per month for each month that the program is running, including, but not limited to, fire, earthquake, and lockdown drills. BGCSV staff will be trained on additional Voices safety procedures such as code orange (self harm), and site specific protocols.

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Staff, students, and families will know where students are located for the duration of the program through schedules (with locations of students), onsite signage (adjusted daily), and through contact with the ELO-P coordinator onsite via cell phone/text.

Emergencies can occur at any time, so staff will be trained in emergency procedures, first aid, and preventative safety, as well as have access to emergency contacts for all students in the program through emergency forms kept onsite, and through electronic registration forms as well. The program coordinator and staff will be trained on incident documentation and reporting, the importance of a timely report and communication, and have access to both the BGCSV director, Voices principal, and Voices Expanded Learning Coordinator phone number/emails for communication of such incidents. An emergency management flow chart will be provided at each site to assist staff in knowing who to contact, how, and when.

Voices staff, students, and BGCSV staff will all work together to share the responsibility of creating a sense of community and belonging. Values will remain aligned through periodic check-ins between BGCSV director/coordinator and Voices ELO Coordinator and site principal. Training and communication will be developed between BGCSV directors & Voices ELO Coordinator to align cultural values and support systems for the students.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Voices strives to create lifelong learners, who seek answers to their questions, challenge the status quo, and see endless possibilities for their future. In order to provide students with the tools necessary to meet these goals, it is necessary to also offer them many opportunities to explore, develop mastery in some skills, and experience novel activities they may not normally try. Expanded learning programs will support all areas of the student's growth including physical, social emotional, and cognitive development.

Activities will reflect student voice and choice, while also reflecting the needs identified by teachers, parents/guardians, and other stakeholders. Daily activities may include, and are not limited to, creative play, arts, music, teambuilding, leadership skills, additional academic support, homework help, recreation activities, STEAM activities, life skill building, and sports. Offerings will be "high yield" activities, meaning they have strategic goals, learning, and outcomes built in, and are not just provided simply as an activity to keep kids busy. Enrichment will be varied, and include hands-on projects, chances for students to lead, and utilize skills which will help them in their school day as well.

Through communication between Voices Expanded Learning Coordinator, school leaders, and BGCSV coordinators and staff, information will be shared regarding student needs so that program activities can be scheduled to support the school day, without duplicating it.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The daily schedule and overall program are designed with purpose to support students, develop their critical thinking skills, encourage exploration, nurture their

passions, and increase their engagement in school and healthy activities. Students will be offered a variety of activities, clubs, and projects, all designed to encourage skill building, in both academic and enrichment areas. Examples of this are:

- Snack/Meal Time: Not only is this a time for students to nourish their bodies, it is a time for connection with other students/staff as they sit and eat together. It is also a time to learn nutrition and healthy living habits.
- Group games & Sports: These are a time to practice cooperation, teambuilding, communication, and strategy. Students are challenged to lead, as well as know when to support the group, in order to achieve a shared goal. Games can be both physical in nature, allowing for fitness, and strategic, pushing students to look beyond the obvious for additional solutions.
- Arts Activities: These foster creativity and expression. Arts are a chance to use ordinary materials to create something different, or to utilize techniques and tools in multiple ways, producing different results each time. They can be large, small, or pieces to a bigger final product.
- Science / STEAM activities: Even the simplest of science projects involve following directions, documenting your steps, outcomes, and observing what is happening. Projects can vary in size, and difficulty, or allow older students to help younger students, working together. Math can be incorporated, as well as reading, public speaking (presentations), and art. Projects can also help students learn to research, ask the right questions to get the information they need, and think critically about how and why things are happening.

Students are encouraged and supported as they build life skills as well, such as communication skills, social skills, and coping skills. These can be practiced in a safe environment of the program, supervised by caring adults, who help guide students in their choices and development of skills. Social emotional skills will be built throughout the program as students practice routines similar to those at school, act as part of a larger community, and are supported in their appropriate expression of their own needs and feelings. Appropriate behavior, language, and healthy life choices will be expected, as ELO-P rules will mirror school rules. Communication systems between Voices & BGCSV will be in place so that both are aware of student needs, challenges, and actions taken.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

In developing a program at Voices Academy, it was very important to include student input in the program design and offerings. Students (grades 3+) were surveyed regarding their needs, wants, and ideas for programs. This information was then used to identify the BGCSV as a potential partner as they could offer the majority of the programmatic pieces the students wanted.

Moving forward, student voice will continue to be essential in programs. Students will receive surveys periodically throughout the year, requesting feedback on the overall program, as well as the enrichment pieces offered. As student interests/needs change, so will the program offerings. Additionally, quarterly meetings will be held at the site for students who wish to participate in a steering committee. Student leaders will meet with BGCSV staff, as well as Voice Expanded Learning Coordinator (ELC), to plan events, talk about the direction of the program, and student needs.

Being a multi-age program, older students will have the opportunity to act as mentors/buddies to younger students, assist staff, and plan/lead activities for their peers. Students will also have the chance to lead during daily activities such as group times, games, daily tasks (snack & clean up), and restorative justice practices, as needed.

Younger students will have the chance to have their voice heard when they are voting for enrichment clubs each cycle, choosing games for recreation time, and through suggestions made during group meetings, or to older youth leaders/staff members.

All students will have the chance to participate in service learning projects to better their community several times a year. These will be chosen by students and site staff, and led primarily by student leaders, with the support of site staff.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

During the program students will be offered times for both structured play and free play, encouraging healthy movement, releasing their energy, and to be children. Activity plans will promote physical activity, social emotional health/growth, and healthy choices.

Daily students will be given the time to be active. This may be through a structured fitness activity like yoga, dance, and sports, or through unstructured physical play time where students can choose to play basketball, jump rope, or play student led games, or in active enrichment choices such as run/walk club, sports clubs, etc.

Snacks will be served to students daily, during the program, which meet the requirements established by local, state, and federal regulations. Snacks will be consistent with the Federal Smart Snacks guidelines, and consist of at least 2 food groups. In addition to providing healthy snacks, ELO-P program recognizes the importance of supporting our students in learning to make healthy choices regarding food, sleep, exercise, and hygiene practices. In order to further support students in healthy living, the program will provide opportunities for students to exercise these healthy choices and habits, as well as seek out community resources to support these habits.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Voices provides a rigorous academic program for students, founded on a Si Se Puede attitude that guides our schools. Additionally, Voices embraces a Mayan phrase, In Lak'ech, which means "I am you, you are me". This is reflected in our strong community, and sense of family, in which we work together, believe in strength in unity, and that together we can all achieve. These values will be integral in the ELO program, and the BGCSV will be included in our familia, acting as a support for our students, and a member of our school community.

All Voices students (TK-6th) will be offered, and provided access, to ELO programs in ways which are culturally and linguistically appropriate. Additionally, all communication, meetings, and information will be provided to families in both Spanish and English. Celebrations from the cultures our students represent–Latino, American, and beyond.

Programs will be available without cost to students who qualify for Free and Reduced Price Meals (FRPM), or are foster/homeless youth, in accordance with state guidelines. Students not qualifying for no cost programs will be provided access, which may include a sliding scale fee which is considerate of income levels and ability to pay.

All students deserve a safe and supportive environment to attend afterschool, and that is the intent of Voices and BGCSV. ELO-P will provide access to all Voices students, TK-6th grade, regardless of background, culture, learning style. Voices and BGCSV recognize the value in the many backgrounds and experiences our families bring to our shared school community. BGCSV has committed to providing staff to act as positive role models, fostering this strong sense of community, and supporting our students in culturally and linguistically responsive ways.

Voices Expanded Learning Coordinator and the Director of Special Populations will work with BGCSV Coordinators to identify and remove barriers through reasonable accommodations, so that students may have equitable access to the ELO program.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

In hiring staff, BGCSV will seek out individuals who will be responsive to student

needs, ensure their safety and well-being, as well as support the Voices culture and needs. Staff who speak Spanish and understand the Latino culture will be sought after to further support the student's learning, language development, and cultural identity.

Expanded learning staff will participate in several sessions of professional development alongside Voices staff, in order to ensure the same school culture extends to ELO programs. This will also help to align ELO programming with school day, and create a sense of community between all parties. Additionally, staff will receive training on health and safety, first aid, cpr, behavior management, restorative justice practices, expectations and protocols, and more. Training will be provided by BGCSV, outside agencies such as Red Cross, and Voices Academy.

Staff will receive ongoing training throughout the year, as well as real-time coaching from the BGCSV leadership, as well as from Voices school leaders and Expanded Learning Coordinator. Site visits will be conducted regularly, as well as program quality assessments.

Staff will also follow all hiring requirements for working with youth as set forth by Voices, BGCSV, and the state. This includes fingerprinting and background checks, as well as meeting the basic hiring requirements for Associate Teacher as set by Voices.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

Voices Mission
Voices College-Bound Language Academies 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.

Voices Vision
All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and 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.

Voices Expanded Learning Vision
Provide programs at each of our school sites which match the individual school's needs and cultural intricacies, while also aligning with Voices overall mission and vision. These programs will serve as safe spaces for students to go during out of school hours, which support learning and growth through academic and school goals, as well as social emotional learning, skill building, and exploration. Programs will be designed to provide support in such areas as homework, language (English and Spanish) development, literacy, and math to all students participating, as well as offer novel options for enrichment which are student centered, and reflect the needs and desires of the students/families in each program.

Additionally, the ELO program has engaged stakeholders in the initial design of the program through needs assessment surveys. Stakeholders will continue to be surveyed throughout the program, as well as included in committees as needed. Our stakeholders are our strongest asset, and their wisdom and experience are important to our community. Clear communication paths will be established and laid out to create an effective and healthy partnership between Voices and BGCSV to best serve our students. Communication will also be shared clearly and appropriately with stakeholders (Voices staff, families, students, BGCSV staff) in a timely manner.

The program has been designed to best suit the needs of the students as assessed through surveys, and will continue to shift to reflect their changing needs. It is also designed with the Voices academic goals in mind, and will work to push students to achievement and success in these areas as well. Continued surveying, benchmarking, and monitoring of student success will help guide program goals.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Voices will collaborate and create a partnership with the Boys and Girls Club of Silicon Valley to provide the expanded learning program to students, TK-6th grade. This partnership will grow our school community, and provide more support to students in the areas of academics and enrichment. This partnership will be a joint agreement between Voices and BGCSV, in which program design, responsibilities, and policies meet the needs of both parties, and are agreed upon in written contracts prior to operating programs. To create a strong working partnership, communication is key. Voices and BGCSV will meet at regularly scheduled points throughout the year to evaluate programs, policies, and any challenges occurring. Both BGCSV and Voices share the vision of creating a strong ELO program which is one with the school community, and exists to support students.

In order to create strong communication between Voices and partner organizations, Voices will build relationships with our partner organizations, and connections between Voices staff and partner organization staff. This will be done intentionally, and continually, in order to have easy and clear communication between the organizations. Building this expectation of communication into our program design will be key from the beginning, and will be modeled by all leadership staff from both parties.

Further, Voices will seek out additional partners to serve the needs of our students. This may include tutoring programs, mentorship programs, speciality programs (such as sports, music, or theater groups), cultural groups, and community groups offering programs or resources to students. These programs may operate a single day program, field trip, cultural event, or an ongoing enrichment opportunity. As part of an ongoing effort to provide many opportunities to our students, Voices seeks partnership and collaboration from community organizations, individuals, and businesses, which may offer valuable opportunities to our students.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Voices Academy holds high standards, believing that there is always room for growth and ways to better our community. The ELO program is no different, and it will continually grow, shift to meet changing needs, and find ways to fill more gaps, providing opportunities to students. Voices ELO program will work closely with stakeholders to develop and improve the program framework, setting and meeting goals to support student learning, and seek ways to best support student growth and development academically, emotionally, and physically through high quality programming. The ELO program will use data from many sources to determine needs including benchmarking, student assessments, and surveys of all stakeholders. Feedback will always be welcomed and received as a gift which we can use to continuously improve programs to best meet the changing needs of our students.

11—Program Management

Describe the plan for program management.

Voices ELO programs will be overseen by the Expanded Learning Coordinator (ELC), and operated in partnership with the Boys & Girls Club of Silicon Valley. Voices ELC will have regular meetings with BGCSV leadership representatives. Each program will have a site manager/coordinator from BGCSV who will communicate with school site leaders as well as Voices ELC regularly. Communication pathways will be set up for all staff, including phone/email lists, and directions for who/when to contact. If conflict arises, Voices ELC and BGCSV managers will work to find solutions and resolve issues. In partnership with BGCSV, Voices will work to develop and administer a quality program for afterschool and non school days (summer) which considers student academic and developmental needs, stakeholder input, and available program possibilities.

A program budget shall be set annually, and revisited as needed, by Voices. The budget will include set costs provided by BGCSV, and/or other community partners / agencies.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a

single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

At this time, Voices does not operate any ASES or 21st CCLC Programs. Should this change, the program plan will be updated.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

ELO programs will include age specific curriculum and activities which are developmentally appropriate for each age group, or which will include developmental distinctions for age groups to support needs of younger children. Curriculum will be offered in both teacher-led group activities, and self directed exploration in areas of science, math, language, music, nature, arts, motor skills, creative play, and social emotional awareness. Focus for TK and K students will be on developing the whole child through play-based instruction, and routines which mirror the school day routines so as to support school learning and behaviors.

TK and K students will be grouped together in order to support their needs, and encourage routines. Staff working with this age group will be trained on specific needs of the younger child–including developmental and academic learning and needs. TK & K student schedules for expanded learning may also be adjusted to suit their physical and emotional needs.

Ratios for the TK & K age group will be set at 10:1 for the duration of the program.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or non school day.

Voices Regular School Day 8:00 am - 4:00 pm Instructional Day

Sample Program Schedule

4pm: Arrival from School / Check In / Snack / Wash Hands / Restroom
4:20 pm: Homework or academic activity
4:50 pm: Enrichment Time / Club Time
5:30 pm: Recreation Activity / Physical Activity / Group Games / Clean Up
6 pm: End of day / Pickup (All students must be signed out by 6 pm)

Minimum Day Schedule

12:30 pm: Dismissal from school / Check In / Restrooms / Wash Hands
1:00 pm: Outdoor Activity (group games, structured play, fitness activity)
1:45 pm: Snack
2:15 pm: Homework Time / Academic activity
3:00 pm: Enrichment Choice (cooking, science, dance, sports, etc)
4:00 pm: Large group game (academic based, ex. Jeopardy)
4:30 pm: Small group activity (writing workshops, math games, conversational Spanish)
5:00 pm: Outdoor free play
5:30 pm: Clean up, and indoor board games, reading, coloring
6:00 pm: End of day, all students must be signed out by 6 pm

Summer Sample Schedule (Camp Session)

8:00-8:30 am: Camper check in
8:30-9:00 am: Welcome! (group time check in, schedule, ice breaker, team builder)
9:00-10:00 am: Academic Enrichment activity (writing workshop, language dev)
10:00-10:30 am: Morning Snack
10:30-11:00 am: Outdoor recreation time (unstructured play)
11:00-12:00 pm: Themed STEAM activity
12:00-12:15 pm: Clean up, restrooms, wash hands
12:15-1:00 pm: Lunch / Recreation
1:00-1:30 pm: Reading / Quiet Time / Relax
1:30-2:30 pm: Theme Activity–Group (art, science, cooking, engineering)
2:30-2:45 pm: Clean up, debrief activity
2:45-3:15 pm: Afternoon Snack
3:15-4:00 pm: Move Time (campers choose walk/run, sports, group games, dance, etc)
4:00-4:30 pm: Camper Choice Time (free play options)
4:30-5:00 pm: Clean Up, large group games (all campers signed out by 5 pm)

Expanded Learning Opportunities Program Plan

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

***EC* Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

***EC* Section 46120(b)(1)(B):**

For at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

***EC* Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in

the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

***EC* Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

***EC* Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

***EC* Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

***EC* Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

***EC* Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

***EC* sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval

of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

> (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
>
> (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

EXPANDED LEARNING OPPORTUNITIES PROGRAM TK-6th Grade

Prepared by:
Voices College-Bound Language Academies



Voices Academy Stockton
321 E Weber Ave
Stockton, CA 95202

This Program Plan is required by California *Education Code* (*EC*) Section 46120(b)(2)

Updated: 2/21/23

Expanded Learning Opportunities Program Plan

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Voices College Bound Language Academy–Stockton

Contact Name: Kristen Hitchman

Contact Email: khitchman@voicescharterschool.com

Contact Phone:

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Voices Academy–Stockton
2.
3.

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section

46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

Expanded Learning Opportunities
Program Plan

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Voices expanded learning programs (ELO-P) will be offered onsite in collaboration with the YMCA of San Joaquin (YMCA). Voices will work directly with YMCA for operational needs. Programs will be located at the **Stockton** school site, so no transportation will be necessary. YMCA has a long history of serving students in this community, providing enriching and supportive out of school programs, which will be delivered to students in collaboration with Voices to provide one comprehensive program under ELO-P.

Staff from YMCA will receive training in Safety & First Aid prior to starting work with Voices students, and maintain First Aid certifications appropriately. Safety drills will be scheduled, practiced, and documented one time per month for each month that the program is running, including, but not limited to, fire, earthquake, and lockdown drills. YMCA staff will be trained on additional Voices safety procedures such as code orange (self harm), and site specific protocols.

ELO-P staff will provide a safe and supportive environment that provides for the developmental , social-emotional, and physical needs of students by continuously holding a high standard for ourselves, as well as YMCA, in programs. This will be evident through our commitment to shared values of excellence, community, critical thinking, creativity, and character development. Student's needs will always be held at the forefront, and be the guide to our decision making.

Additionally, staff will be easily identifiable to students, families, and other stakeholders by wearing YMCA uniform shirts, as well as name badges identifying them as Voices/YMCA ELO-P staff.

Staff, students, and families will know where students are located for the duration of the program through schedules (with locations of students), onsite signage (adjusted daily), and through contact with the ELO-P coordinator onsite via cell phone/text.

Emergencies can occur at any time, so staff will be trained in emergency procedures, first aid, and preventative safety, as well as have access to emergency contacts for all students in the program through emergency forms kept onsite, and through electronic registration forms as well. The program coordinator and staff will be trained on incident documentation and reporting, the importance of a timely report and communication, and have access to both the YMCA director, Voices

principal, and Voices Expanded Learning Coordinator phone number/emails for communication of such incidents. An emergency management flow chart will be provided at each site to assist staff in knowing who to contact, how, and when.

Voices staff, students, and YMCA staff will all work together to share the responsibility of creating a sense of community and belonging. Values will remain aligned through periodic check-ins between YMCA director/coordinator and Voices ELO Coordinator and site principal. Training and communication will be developed between YMCA directors & Voices ELO Coordinator to align cultural values and support systems for the students.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Voices strives to create lifelong learners, who seek answers to their questions, challenge the status quo, and see endless possibilities for their future. In order to provide students with the tools necessary to meet these goals, it is necessary to also offer them many opportunities to explore, develop mastery in some skills, and experience novel activities they may not normally try. Expanded learning programs will support all areas of the student's growth including physical, social emotional, and cognitive development.

Activities will reflect student voice and choice, while also reflecting the needs identified by teachers, parents/guardians, and other stakeholders. Daily activities may include, and are not limited to, creative play, arts, music, teambuilding, leadership skills, additional academic support, homework help, recreation activities, STEAM activities, life skill building, and sports. Offerings will be "high yield" activities, meaning they have strategic goals, learning, and outcomes built in, and are not just provided simply as an activity to keep kids busy. Enrichment will be varied, and include hands-on projects, chances for students to lead, and utilize skills which will help them in their school day as well.

Through communication between Voices Expanded Learning Coordinator, school leaders, and YMCA coordinators and staff, information will be shared regarding student needs so that program activities can be scheduled to support the school day, without duplicating it.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The daily schedule and overall program are designed with purpose to support students, develop their critical thinking skills, encourage exploration, nurture their passions, and increase their engagement in school and healthy activities. Students will be offered a variety of activities, clubs, and projects, all designed to encourage skill building, in both academic and enrichment areas. Examples of this are:

- Snack/Meal Time: Not only is this a time for students to nourish their bodies, it is a time for connection with other students/staff as they sit and eat together. It is also a time to learn nutrition and healthy living habits.
- Group games & Sports: These are a time to practice cooperation, teambuilding, communication, and strategy. Students are challenged to lead, as well as know when to support the group, in order to achieve a shared goal. Games can be both physical in nature, allowing for fitness, and strategic, pushing students to look beyond the obvious for additional solutions.
- Arts Activities: These foster creativity and expression. Arts are a chance to use ordinary materials to create something different, or to utilize techniques and tools in multiple ways, producing different results each time. They can be large, small, or pieces to a bigger final product.
- Science / STEAM activities: Even the simplest of science projects involve following directions, documenting your steps, outcomes, and observing what is happening. Projects can vary in size, and difficulty, or allow older students to help younger students, working together. Math can be incorporated, as well as reading, public speaking (presentations), and art. Projects can also help students learn to research, ask the right questions to get the information they need, and think critically about how and why things are happening.

Students are encouraged and supported as they build life skills as well, such as communication skills, social skills, and coping skills. These can be practiced in a safe environment of the program, supervised by caring adults, who help guide students in their choices and development of skills. Social emotional skills will be built throughout the program as students practice routines similar to those at school, act as part of a larger community, and are supported in their appropriate expression of their own needs and feelings. Appropriate behavior, language, and healthy life choices will be expected, as ELO-P rules will mirror school rules. Communication systems between Voices & YMCA will be in place so that both are aware of student needs, challenges, and actions taken.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

In developing a program at Voices Academy, it was very important to include student input in the program design and offerings. Students (grades 3+) were surveyed regarding their needs, wants, and ideas for programs. This information was then used to identify the YMCA as a potential partner as they could offer the majority of the programmatic pieces the students wanted.

Moving forward, student voice will continue to be essential in programs. Students will receive surveys periodically throughout the year, requesting feedback on the overall program, as well as the enrichment pieces offered. As student interests/needs change, so will the program offerings. Additionally, quarterly meetings will be held at the site for students who wish to participate in a steering committee. Student leaders will meet with YMCA staff, as well as Voice Expanded Learning Coordinator (ELC), to plan events, talk about the direction of the program, and student needs.

Being a multi-age program, older students will have the opportunity to act as mentors/buddies to younger students, assist staff, and plan/lead activities for their peers. Students will also have the chance to lead during daily activities such as group times, games, daily tasks (snack & clean up), and restorative justice practices, as needed.

Younger students will have the chance to have their voice heard when they are voting for enrichment clubs each cycle, choosing games for recreation time, and through suggestions made during group meetings, or to older youth leaders/staff members.

All students will have the chance to participate in service learning projects to better their community several times a year. These will be chosen by students and site staff, and led primarily by student leaders, with the support of site staff.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

During the program students will be offered times for both structured play and free play, encouraging healthy movement, releasing their energy, and to be children. Activity plans will promote physical activity, social emotional health/growth, and healthy choices.

Daily students will be given the time to be active. This may be through a structured fitness activity like yoga, dance, and sports, or through unstructured physical play time where students can choose to play basketball, jump rope, or play student led games, or in active enrichment choices such as run/walk club, sports clubs, etc.

Snacks will be served to students daily, during the program, which meet the requirements established by local, state, and federal regulations. Snacks will be consistent with the Federal Smart Snacks guidelines, and consist of at least 2 food groups. In addition to providing healthy snacks, ELO-P program recognizes the importance of supporting our students in learning to make healthy choices regarding food, sleep, exercise, and hygiene practices. In order to further support students in healthy living, the program will provide opportunities for students to exercise these healthy choices and habits, as well as seek out community resources to support these habits.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Voices provides a rigorous academic program for students, founded on a Si Se Puede attitude that guides our schools. Additionally, Voices embraces a Mayan phrase, In Lak'ech, which means "I am you, you are me". This is reflected in our strong community, and sense of family, in which we work together, believe in strength in unity, and that together we can all achieve. These values will be integral in the ELO program, and the YMCA will be included in our familia, acting as a support for our students, and a member of our school community.

All Voices students (TK-6th) will be offered, and provided access, to ELO programs in ways which are culturally and linguistically appropriate. Additionally, all communication, meetings, and information will be provided to families in both Spanish and English. Celebrations from the cultures our students represent–Latino, American, and beyond.

Programs will be available without cost to students who qualify for Free and Reduced Price Meals (FRPM), or are foster/homeless youth, in accordance with state guidelines. Students not qualifying for no cost programs will be provided access, which may include a sliding scale fee which is considerate of income levels and ability to pay.

All students deserve a safe and supportive environment to attend afterschool, and that is the intent of Voices and YMCA. ELO-P will provide access to all Voices students, TK-6th grade, regardless of background, culture, learning style. Voices and YMcA recognize the value in the many backgrounds and experiences our families bring to our shared school community. YMCA has committed to providing staff to act as positive role models, fostering this strong sense of community, and supporting our students in culturally and linguistically responsive ways.

Voices Expanded Learning Coordinator and the Director of Special Populations will work with YMCA Coordinators to identify and remove barriers through reasonable accommodations, so that students may have equitable access to the ELO program.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

In hiring staff, YMCA will seek out individuals who will be responsive to student needs,

ensure their safety and well-being, as well as support the Voices culture and needs. Staff who speak Spanish and understand the Latino culture will be sought after to further support the student's learning, language development, and cultural identity.

Expanded learning staff will participate in several sessions of professional development alongside Voices staff, in order to ensure the same school culture extends to ELO programs. This will also help to align ELO programming with school day, and create a sense of community between all parties. Additionally, staff will receive training on health and safety, first aid, cpr, behavior management, restorative justice practices, expectations and protocols, and more. Training will be provided by YMCA, outside agencies such as Red Cross, and Voices Academy.

Staff will receive ongoing training throughout the year, as well as real-time coaching from the YMCA leadership, as well as from Voices school leaders and Expanded Learning Coordinator. Site visits will be conducted regularly, as well as program quality assessments.

Staff will also follow all hiring requirements for working with youth as set forth by Voices, YMCA, and the state. This includes fingerprinting and background checks, as well as meeting the basic hiring requirements for Associate Teacher as set by Voices.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

Voices Mission
Voices College-Bound Language Academies 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.

Voices Vision
All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and 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.

Voices Expanded Learning Vision
Provide programs at each of our school sites which match the individual school's needs and cultural intricacies, while also aligning with Voices overall mission and vision. These programs will serve as safe spaces for students to go during out of school hours, which support learning and growth through academic and school goals, as well as social emotional learning, skill building, and exploration. Programs will be designed to provide support in such areas as homework, language (English and Spanish) development, literacy, and math to all students participating, as well as offer novel options for enrichment which are student centered, and reflect the needs and desires of the students/families in each program.

Additionally, the ELO program has engaged stakeholders in the initial design of the program through needs assessment surveys. Stakeholders will continue to be surveyed throughout the program, as well as included in committees as needed. Our stakeholders are our strongest asset, and their wisdom and experience are important to our community. Clear communication paths will be established and laid out to create an effective and healthy partnership between Voices and YMCA to best serve our students. Communication will also be shared clearly and appropriately with stakeholders (Voices staff, families, students, YMCA staff) in a timely manner.

The program has been designed to best suit the needs of the students as assessed through surveys, and will continue to shift to reflect their changing needs. It is also designed with the Voices academic goals in mind, and will work to push students to achievement and success in these areas as well. Continued surveying, benchmarking, and monitoring of student success will help guide program goals.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Voices will collaborate and create a partnership with the YMCA of San Joaquin to provide the expanded learning program to students, TK-6th grade. This partnership will grow our school community, and provide more support to students in the areas of academics and enrichment. This partnership will be a joint agreement between Voices and YMCA, in which program design, responsibilities, and policies meet the needs of both parties, and are agreed upon in written contracts prior to operating programs. To create a strong working partnership, communication is key. Voices and YMCA will meet at regularly scheduled points throughout the year to evaluate programs, policies, and any challenges occurring. Both YMCA and Voices share the vision of creating a strong ELO program which is one with the school community, and exists to support students.

In order to create strong communication between Voices and partner organizations, Voices will build relationships with our partner organizations, and connections between Voices staff and partner organization staff. This will be done intentionally, and continually, in order to have easy and clear communication between the organizations. Building this expectation of communication into our program design will be key from the beginning, and will be modeled by all leadership staff from both parties.

Further, Voices will seek out additional partners to serve the needs of our students. This may include tutoring programs, mentorship programs, speciality programs (such as sports, music, or theater groups), cultural groups, and community groups offering programs or resources to students. These programs may operate a single day program, field trip, cultural event, or an ongoing enrichment opportunity. As part of an ongoing effort to provide many opportunities to our students, Voices seeks partnership and collaboration from community organizations, individuals, and businesses, which may offer valuable opportunities to our students.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Voices Academy holds high standards, believing that there is always room for growth and ways to better our community. The ELO program is no different, and it will continually grow, shift to meet changing needs, and find ways to fill more gaps, providing opportunities to students. Voices ELO program will work closely with stakeholders to develop and improve the program framework, setting and meeting goals to support student learning, and seek ways to best support student growth and development academically, emotionally, and physically through high quality programming. The ELO program will use data from many sources to determine needs including benchmarking, student assessments, and surveys of all stakeholders. Feedback will always be welcomed and received as a gift which we can use to continuously improve programs to best meet the changing needs of our students.

11—Program Management

Describe the plan for program management.

Voices ELO programs will be overseen by the Expanded Learning Coordinator (ELC), and operated in partnership with the YMCA San Joaquin. Voices ELC will have regular meetings with YMCA leadership representatives. Each program will have a site manager/coordinator from YMCA who will communicate with school site leaders as well as Voices ELC regularly. Communication pathways will be set up for all staff, including phone/email lists, and directions for who/when to contact. If conflict arises, Voices ELC and YMCA managers will work to find solutions and resolve issues. In partnership with YMCA, Voices will work to develop and administer a quality program for afterschool and non school days (summer) which considers student academic and developmental needs, stakeholder input, and available program possibilities.

A program budget shall be set annually, and revisited as needed, by Voices. The budget will include set costs provided by YMCA, and/or other community partners / agencies.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move

towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

At this time, Voices does not operate any ASES or 21st CCLC Programs. Should this change, the program plan will be updated.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

ELO programs will include age specific curriculum and activities which are developmentally appropriate for each age group, or which will include developmental distinctions for age groups to support needs of younger children. Curriculum will be offered in both teacher-led group activities, and self directed exploration in areas of science, math, language, music, nature, arts, motor skills, creative play, and social emotional awareness. Focus for TK and K students will be on developing the whole child through play-based instruction, and routines which mirror the school day routines so as to support school learning and behaviors.

TK and K students will be grouped together in order to support their needs, and encourage routines. Staff working with this age group will be trained on specific needs of the younger child–including developmental and academic learning and needs. TK & K student schedules for expanded learning may also be adjusted to suit their physical and emotional needs.

Ratios for the TK & K age group will be set at 10:1 for the duration of the program.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or non school day.

Voices Regular School Day 8:00 am - 4:00 pm Instructional Day

Sample Program Schedule

4pm: Arrival from School / Check In / Snack / Wash Hands / Restroom
4:20 pm: Homework or academic activity
4:50 pm: Enrichment Time / Club Time
5:30 pm: Recreation Activity / Physical Activity / Group Games / Clean Up
6 pm: End of day / Pickup (All students must be signed out by 6 pm)

Minimum Day Schedule

12:30 pm: Dismissal from school / Check In / Restrooms / Wash Hands
1:00 pm: Outdoor Activity (group games, structured play, fitness activity)
1:45 pm: Snack
2:15 pm: Homework Time / Academic activity
3:00 pm: Enrichment Choice (cooking, science, dance, sports, etc)
4:00 pm: Large group game (academic based, ex. Jeopardy)
4:30 pm: Small group activity (writing workshops, math games, conversational Spanish)
5:00 pm: Outdoor free play
5:30 pm: Clean up, and indoor board games, reading, coloring
6:00 pm: End of day, all students must be signed out by 6 pm

Summer Sample Schedule (Camp Session)

8:00-8:30 am: Camper check in
8:30-9:00 am: Welcome! (group time check in, schedule, ice breaker, team builder)
9:00-10:00 am: Academic Enrichment activity (writing workshop, language dev)
10:00-10:30 am: Morning Snack
10:30-11:00 am: Outdoor recreation time (unstructured play)
11:00-12:00 pm: Themed STEAM activity
12:00-12:15 pm: Clean up, restrooms, wash hands
12:15-1:00 pm: Lunch / Recreation
1:00-1:30 pm: Reading / Quiet Time / Relax
1:30-2:30 pm: Theme Activity–Group (art, science, cooking, engineering)
2:30-2:45 pm: Clean up, debrief activity
2:45-3:15 pm: Afternoon Snack
3:15-4:00 pm: Move Time (campers choose walk/run, sports, group games, dance, etc)
4:00-4:30 pm: Camper Choice Time (free play options)
4:30-5:00 pm: Clean Up, large group games (all campers signed out by 5 pm)

Expanded Learning Opportunities

Program Plan

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

***EC* Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

***EC* Section 46120(b)(1)(B):**

For at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

***EC* Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of

schools and neighborhoods with expanded learning opportunities programs across their attendance area.

***EC* Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

***EC* Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

***EC* Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

***EC* Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

***EC* Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

***EC* sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff

and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

> (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
>
> (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

EXPANDED LEARNING OPPORTUNITIES PROGRAM TK-6th Grade

Prepared by:
Voices College-Bound Language Academies

Voices College-Bound Language Academies

Voices Academy West Contra Costa
201 28th Street
Richmond, CA 94804

This Program Plan is required by California *Education Code* (*EC*) Section 46120(b)(2)

Updated: 2/21/23

Expanded Learning Opportunities Program Plan

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Local Educational Agency (LEA) Name: Voices College Bound Language Academy–West Contra Costa

Contact Name: Kristen Hitchman

Contact Email: khitchman@voicescharterschool.com

Contact Phone:

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Voices Academy–West Contra Costa
2.
3.

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (*EC* Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in *EC* Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (*EC* Section

46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with *EC* Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the *Quality Standards for Expanded Learning in California* (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

Expanded Learning Opportunities
Program Plan

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Voices expanded learning programs (ELO-P) will be offered onsite in collaboration with the Boys & Girls Club of Silicon Valley (BGCSV). BGCSV will operate this site through an agreement with the Boys and Girls Club of San Leandro. Voices will work directly with BGCSV for operational needs. Programs will be located at the **West Contra Costa** school site, so no transportation will be necessary. BGCSV has a long history of serving students in this community, providing enriching and supportive out of school programs, which will be delivered to students in collaboration with Voices to provide one comprehensive program under ELO-P.

Staff from BGCSV will receive training in Safety & First Aid prior to starting work with Voices students, and maintain First Aid certifications appropriately. Safety drills will be scheduled, practiced, and documented one time per month for each month that the program is running, including, but not limited to, fire, earthquake, and lockdown drills. BGCSV staff will be trained on additional Voices safety procedures such as code orange (self harm), and site specific protocols.

ELO-P staff will provide a safe and supportive environment that provides for the developmental , social-emotional, and physical needs of students by continuously holding a high standard for ourselves, as well as BGCSV, in programs. This will be evident through our commitment to shared values of excellence, community, critical thinking, creativity, and character development. Student's needs will always be held at the forefront, and be the guide to our decision making.

Additionally, staff will be easily identifiable to students, families, and other stakeholders by wearing BGCSV uniform shirts, as well as name badges identifying them as Voices/BGCSV ELO-P staff.

Staff, students, and families will know where students are located for the duration of the program through schedules (with locations of students), onsite signage (adjusted daily), and through contact with the ELO-P coordinator onsite via cell phone/text.

Emergencies can occur at any time, so staff will be trained in emergency procedures, first aid, and preventative safety, as well as have access to emergency contacts for all students in the program through emergency forms kept onsite, and through electronic registration forms as well. The program coordinator and staff will be trained on incident documentation and reporting, the importance of a timely

report and communication, and have access to both the BGCSV director, Voices principal, and Voices Expanded Learning Coordinator phone number/emails for communication of such incidents. An emergency management flow chart will be provided at each site to assist staff in knowing who to contact, how, and when.

Voices staff, students, and BGCSV staff will all work together to share the responsibility of creating a sense of community and belonging. Values will remain aligned through periodic check-ins between BGCSV director/coordinator and Voices ELO Coordinator and site principal. Training and communication will be developed between BGCSV directors & Voices ELO Coordinator to align cultural values and support systems for the students.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Voices strives to create lifelong learners, who seek answers to their questions, challenge the status quo, and see endless possibilities for their future. In order to provide students with the tools necessary to meet these goals, it is necessary to also offer them many opportunities to explore, develop mastery in some skills, and experience novel activities they may not normally try. Expanded learning programs will support all areas of the student's growth including physical, social emotional, and cognitive development.

Activities will reflect student voice and choice, while also reflecting the needs identified by teachers, parents/guardians, and other stakeholders. Daily activities may include, and are not limited to, creative play, arts, music, teambuilding, leadership skills, additional academic support, homework help, recreation activities, STEAM activities, life skill building, and sports. Offerings will be "high yield" activities, meaning they have strategic goals, learning, and outcomes built in, and are not just provided simply as an activity to keep kids busy. Enrichment will be varied, and include hands-on projects, chances for students to lead, and utilize skills which will help them in their school day as well.

Through communication between Voices Expanded Learning Coordinator, school leaders, and BGCSV coordinators and staff, information will be shared regarding student needs so that program activities can be scheduled to support the school day, without duplicating it.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The daily schedule and overall program are designed with purpose to support students, develop their critical thinking skills, encourage exploration, nurture their passions, and increase their engagement in school and healthy activities. Students will be offered a variety of activities, clubs, and projects, all designed to encourage skill building, in both academic and enrichment areas. Examples of this are:

- Snack/Meal Time: Not only is this a time for students to nourish their bodies, it is a time for connection with other students/staff as they sit and eat together. It is also a time to learn nutrition and healthy living habits.
- Group games & Sports: These are a time to practice cooperation, teambuilding, communication, and strategy. Students are challenged to lead, as well as know when to support the group, in order to achieve a shared goal. Games can be both physical in nature, allowing for fitness, and strategic, pushing students to look beyond the obvious for additional solutions.
- Arts Activities: These foster creativity and expression. Arts are a chance to use ordinary materials to create something different, or to utilize techniques and tools in multiple ways, producing different results each time. They can be large, small, or pieces to a bigger final product.
- Science / STEAM activities: Even the simplest of science projects involve following directions, documenting your steps, outcomes, and observing what is happening. Projects can vary in size, and difficulty, or allow older students to help younger students, working together. Math can be incorporated, as well as reading, public speaking (presentations), and art. Projects can also help students learn to research, ask the right questions to get the information they need, and think critically about how and why things are happening.

Students are encouraged and supported as they build life skills as well, such as communication skills, social skills, and coping skills. These can be practiced in a safe environment of the program, supervised by caring adults, who help guide students in their choices and development of skills. Social emotional skills will be built throughout the program as students practice routines similar to those at school, act as part of a larger community, and are supported in their appropriate expression of their own needs and feelings. Appropriate behavior, language, and healthy life choices will be expected, as ELO-P rules will mirror school rules. Communication systems between Voices & BGCSV will be in place so that both are aware of student needs, challenges, and actions taken.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

In developing a program at Voices Academy, it was very important to include student input in the program design and offerings. Students (grades 3+) were surveyed regarding their needs, wants, and ideas for programs. This information was then used to identify the BGCSV as a potential partner as they could offer the majority of the programmatic pieces the students wanted.

Moving forward, student voice will continue to be essential in programs. Students will receive surveys periodically throughout the year, requesting feedback on the overall program, as well as the enrichment pieces offered. As student interests/needs change, so will the program offerings. Additionally, quarterly meetings will be held at the site for students who wish to participate in a steering committee. Student leaders will meet with BGCSV staff, as well as Voice Expanded Learning Coordinator (ELC), to plan events, talk about the direction of the program, and student needs.

Being a multi-age program, older students will have the opportunity to act as mentors/buddies to younger students, assist staff, and plan/lead activities for their peers. Students will also have the chance to lead during daily activities such as group times, games, daily tasks (snack & clean up), and restorative justice practices, as needed.

Younger students will have the chance to have their voice heard when they are voting for enrichment clubs each cycle, choosing games for recreation time, and through suggestions made during group meetings, or to older youth leaders/staff members.

All students will have the chance to participate in service learning projects to better their community several times a year. These will be chosen by students and site staff, and led primarily by student leaders, with the support of site staff.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

During the program students will be offered times for both structured play and free play, encouraging healthy movement, releasing their energy, and to be children. Activity plans will promote physical activity, social emotional health/growth, and healthy choices.

Daily students will be given the time to be active. This may be through a structured fitness activity like yoga, dance, and sports, or through unstructured physical play time where students can choose to play basketball, jump rope, or play student led games, or in active enrichment choices such as run/walk club, sports clubs, etc.

Snacks will be served to students daily, during the program, which meet the requirements established by local, state, and federal regulations. Snacks will be consistent with the Federal Smart Snacks guidelines, and consist of at least 2 food

groups. In addition to providing healthy snacks, ELO-P program recognizes the importance of supporting our students in learning to make healthy choices regarding food, sleep, exercise, and hygiene practices. In order to further support students in healthy living, the program will provide opportunities for students to exercise these healthy choices and habits, as well as seek out community resources to support these habits.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Voices provides a rigorous academic program for students, founded on a Si Se Puede attitude that guides our schools. Additionally, Voices embraces a Mayan phrase, In Lak'ech, which means "I am you, you are me". This is reflected in our strong community, and sense of family, in which we work together, believe in strength in unity, and that together we can all achieve. These values will be integral in the ELO program, and the BGCSV will be included in our familia, acting as a support for our students, and a member of our school community.

All Voices students (TK-6th) will be offered, and provided access, to ELO programs in ways which are culturally and linguistically appropriate. Additionally, all communication, meetings, and information will be provided to families in both Spanish and English. Celebrations from the cultures our students represent–Latino, American, and beyond.

Programs will be available without cost to students who qualify for Free and Reduced Price Meals (FRPM), or are foster/homeless youth, in accordance with state guidelines. Students not qualifying for no cost programs will be provided access, which may include a sliding scale fee which is considerate of income levels and ability to pay.

All students deserve a safe and supportive environment to attend afterschool, and that is the intent of Voices and BGCSV. ELO-P will provide access to all Voices students, TK-6th grade, regardless of background, culture, learning style. Voices and BGCSV recognize the value in the many backgrounds and experiences our families bring to our shared school community. BGCSV has committed to providing staff to act as positive role models, fostering this strong sense of community, and supporting our students in culturally and linguistically responsive ways.

Voices Expanded Learning Coordinator and the Director of Special Populations will work with BGCSV Coordinators to identify and remove barriers through reasonable accommodations, so that students may have equitable access to the ELO program.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

In hiring staff, BGCSV will seek out individuals who will be responsive to student needs, ensure their safety and well-being, as well as support the Voices culture and needs. Staff who speak Spanish and understand the Latino culture will be sought after to further support the student's learning, language development, and cultural identity.

Expanded learning staff will participate in several sessions of professional development alongside Voices staff, in order to ensure the same school culture extends to ELO programs. This will also help to align ELO programming with school day, and create a sense of community between all parties. Additionally, staff will receive training on health and safety, first aid, cpr, behavior management, restorative justice practices, expectations and protocols, and more. Training will be provided by BGCSV, outside agencies such as Red Cross, and Voices Academy.

Staff will receive ongoing training throughout the year, as well as real-time coaching from the BGCSV leadership, as well as from Voices school leaders and Expanded Learning Coordinator. Site visits will be conducted regularly, as well as program quality assessments.

Staff will also follow all hiring requirements for working with youth as set forth by Voices, BGCSV, and the state. This includes fingerprinting and background checks, as well as meeting the basic hiring requirements for Associate Teacher as set by Voices.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

Voices Mission
Voices College-Bound Language Academies 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.

Voices Vision
All students graduating from Voices College-Bound Language Academies will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and 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.

Voices Expanded Learning Vision
Provide programs at each of our school sites which match the individual school's needs and cultural intricacies, while also aligning with Voices overall mission and vision. These programs

will serve as safe spaces for students to go during out of school hours, which support learning and growth through academic and school goals, as well as social emotional learning, skill building, and exploration. Programs will be designed to provide support in such areas as homework, language (English and Spanish) development, literacy, and math to all students participating, as well as offer novel options for enrichment which are student centered, and reflect the needs and desires of the students/families in each program.

Additionally, the ELO program has engaged stakeholders in the initial design of the program through needs assessment surveys. Stakeholders will continue to be surveyed throughout the program, as well as included in committees as needed. Our stakeholders are our strongest asset, and their wisdom and experience are important to our community. Clear communication paths will be established and laid out to create an effective and healthy partnership between Voices and BGCSV to best serve our students. Communication will also be shared clearly and appropriately with stakeholders (Voices staff, families, students, BGCSV staff) in a timely manner.

The program has been designed to best suit the needs of the students as assessed through surveys, and will continue to shift to reflect their changing needs. It is also designed with the Voices academic goals in mind, and will work to push students to achievement and success in these areas as well. Continued surveying, benchmarking, and monitoring of student success will help guide program goals.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

Voices will collaborate and create a partnership with the Boys and Girls Club of Silicon Valley to provide the expanded learning program to students, TK-6th grade. This partnership will grow our school community, and provide more support to students in the areas of academics and enrichment. This partnership will be a joint agreement between Voices and BGCSV, in which program design, responsibilities, and policies meet the needs of both parties, and are agreed upon in written contracts prior to operating programs. To create a strong working partnership, communication is key. Voices and BGCSV will meet at regularly scheduled points throughout the year to evaluate programs, policies, and any challenges occurring. Both BGCSV and Voices share the vision of creating a strong ELO program which is one with the school community, and exists to support students.

In order to create strong communication between Voices and partner organizations, Voices will build relationships with our partner organizations, and connections between Voices staff and partner organization staff. This will be done intentionally, and continually, in order to have easy and clear communication between the organizations. Building this expectation of communication into our program design will be key from the beginning, and will be modeled by all leadership staff from both parties.

Further, Voices will seek out additional partners to serve the needs of our students. This may include tutoring programs, mentorship programs, speciality programs (such as sports, music,

or theater groups), cultural groups, and community groups offering programs or resources to students. These programs may operate a single day program, field trip, cultural event, or an ongoing enrichment opportunity. As part of an ongoing effort to provide many opportunities to our students, Voices seeks partnership and collaboration from community organizations, individuals, and businesses, which may offer valuable opportunities to our students.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Voices Academy holds high standards, believing that there is always room for growth and ways to better our community. The ELO program is no different, and it will continually grow, shift to meet changing needs, and find ways to fill more gaps, providing opportunities to students. Voices ELO program will work closely with stakeholders to develop and improve the program framework, setting and meeting goals to support student learning, and seek ways to best support student growth and development academically, emotionally, and physically through high quality programming. The ELO program will use data from many sources to determine needs including benchmarking, student assessments, and surveys of all stakeholders. Feedback will always be welcomed and received as a gift which we can use to continuously improve programs to best meet the changing needs of our students.

11—Program Management

Describe the plan for program management.

Voices ELO programs will be overseen by the Expanded Learning Coordinator (ELC), and operated in partnership with the Boys & Girls Club of Silicon Valley. Voices ELC will have regular meetings with BGCSV leadership representatives. Each program will have a site manager/coordinator from BGCSV who will communicate with school site leaders as well as Voices ELC regularly. Communication pathways will be set up for all staff, including phone/email lists, and directions for who/when to contact. If conflict arises, Voices ELC and BGCSV managers will work to find solutions and resolve issues. In partnership with BGCSV, Voices will work to develop and administer a quality program for afterschool and non school days (summer) which considers student academic and developmental needs, stakeholder input, and available program possibilities.

A program budget shall be set annually, and revisited as needed, by Voices. The budget will include set costs provided by BGCSV, and/or other community partners / agencies.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

At this time, Voices does not operate any ASES or 21st CCLC Programs. Should this change, the program plan will be updated.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil to-staff member ratio of no more than 10 to 1. (*EC* Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

ELO programs will include age specific curriculum and activities which are developmentally appropriate for each age group, or which will include developmental distinctions for age groups to support needs of younger children. Curriculum will be offered in both teacher-led group activities, and self directed exploration in areas of science, math, language, music, nature, arts, motor skills, creative play, and social emotional awareness. Focus for TK and K students will be on developing the whole child through play-based instruction, and routines which mirror the school day routines so as to support school learning and behaviors.

TK and K students will be grouped together in order to support their needs, and encourage routines. Staff working with this age group will be trained on specific needs of the younger child–including developmental and academic learning and needs. TK & K student schedules for expanded learning may also be adjusted to suit their physical and emotional needs.

Ratios for the TK & K age group will be set at 10:1 for the duration of the program.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P

or other supports). Also, submit a sample schedule for a minimum nine-hour summer or non school day.

Voices Regular School Day 8:00 am - 4:00 pm Instructional Day

Sample Program Schedule

4pm: Arrival from School / Check In / Snack / Wash Hands / Restroom
4:20 pm: Homework or academic activity
4:50 pm: Enrichment Time / Club Time
5:30 pm: Recreation Activity / Physical Activity / Group Games / Clean Up
6 pm: End of day / Pickup (All students must be signed out by 6 pm)

Minimum Day Schedule

12:30 pm: Dismissal from school / Check In / Restrooms / Wash Hands
1:00 pm: Outdoor Activity (group games, structured play, fitness activity)
1:45 pm: Snack
2:15 pm: Homework Time / Academic activity
3:00 pm: Enrichment Choice (cooking, science, dance, sports, etc)
4:00 pm: Large group game (academic based, ex. Jeopardy)
4:30 pm: Small group activity (writing workshops, math games, conversational Spanish)
5:00 pm: Outdoor free play
5:30 pm: Clean up, and indoor board games, reading, coloring
6:00 pm: End of day, all students must be signed out by 6 pm

Summer Sample Schedule (Camp Session)

8:00-8:30 am: Camper check in
8:30-9:00 am: Welcome! (group time check in, schedule, ice breaker, team builder)
9:00-10:00 am: Academic Enrichment activity (writing workshop, language dev)
10:00-10:30 am: Morning Snack
10:30-11:00 am: Outdoor recreation time (unstructured play)
11:00-12:00 pm: Themed STEAM activity
12:00-12:15 pm: Clean up, restrooms, wash hands
12:15-1:00 pm: Lunch / Recreation
1:00-1:30 pm: Reading / Quiet Time / Relax
1:30-2:30 pm: Theme Activity–Group (art, science, cooking, engineering)
2:30-2:45 pm: Clean up, debrief activity
2:45-3:15 pm: Afternoon Snack
3:15-4:00 pm: Move Time (campers choose walk/run, sports, group games, dance, etc)
4:00-4:30 pm: Camper Choice Time (free play options)
4:30-5:00 pm: Clean Up, large group games (all campers signed out by 5 pm)

Expanded Learning Opportunities Program Plan

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

***EC* Section 46120(b)(2):**

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 46120(b)(1)(A):**

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

***EC* Section 46120(b)(1)(B):**

For at least 30 non-school days, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

***EC* Section 46120(b)(3):**

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

***EC* Section 46120(b)(4):**

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

***EC* Section 46120(b)(6):**

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

***EC* Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

***EC* Section 8482.3(d):**

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

***EC* Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

***EC* sections 8483.4 and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum,

ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

***EC* Section 8482.3(c)(1)(A–B):**

Each component of a program established pursuant to this article shall consist of the following two elements:

> (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
>
> (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Coversheet

Renewal Process

Section: III. Board Business
Item: C. Renewal Process
Purpose: FYI
Submitted by:
Related Material: Board Presentation 230302 Renewal.pdf

Voices
College-Bound Language Academies





Voices Upcoming Renewals Board Presentation

March 2, 2023

Marie Moore

Quick Overview

- Understanding Renewal and Related Issues
- Timeline
- Voices Flagship
- Next Steps



What is Renewal?



The process by which a charter school is permitted to remain open. Usually occurs every 5 years.

AB1505 changed a lot about the process, however, the governor paused renewals due to COVID and lack of data so utilizing the new reqs under AB1505 is relatively new and untested.

Voices
College-Bound Language Academies

What is Renewal?



~ 90 day process that requires a hearing and decision by authorizer (with final recommendation from authorizer due to the public 15 days before the decision)

Limited appeal rights

Submit Petition → Public Hearing → Decision

Timeline

School	Authorizer	Charter Expires	Renewal Submission Date Option 1	Renewal Submission Date Option 2	Considerations for Renewal Submissions
Voices Flagship	Franklin-McKinley School District	With renewal relief the new charter expiration is: 6/30/2024	Submit August 2023	Submit as late as October 2023 *Prefered	FMSD Board Meeting Schedule
Voices Morgan Hill	Santa Clara County Office of Education	With renewal relief the new charter expiration is: 6/30/2025	Submit in August 2024	Submit as late at October 2024	Strict guidelines with respect to renewal submission timeline (in MOU as well as SCCOE charter documents)
Voices Mount Pleasant	Santa Clara County Office of Education	With renewal relief the new charter expiration is: 6/30/2027	Submit in August 2026	Submit as late at October 2026	The addendum will likely control submission timeline. (Not allowed: a submission in the fiscal year prior to the year the charter expires.)
Voices West Contra Costa	West Contra Costa Unified School District	With renewal relief the new charter expiration is: 6/30/2025	Submit in September 2024	Submit as late as November 2024	Voices WCC's renewal occurs in the same year as Voices Morgan Hill. Recommending that Voices WCC renewal submission be staggered after Voices MH. Any submission after November puts a final decision to March.
Voices Stockton	Stockton Unified School District	With renewal relief the new charter expiration is: 6/30/2027	Submit in September 2026	Submit as late as November, 2026	Voices Stockton Renewal occurs at the same time as Voices Mount Pleasant. Any submission after November puts a final decision to March.

Voices Flagship

Authorized by: FMSD
Preparing All Children as Global Learners

Three new board members as of 22 Election:



Marc Cooper



Steven Sanchez



Milan Balinton

Charter expires 6/30/2024 so school should be renewed by Jan 2024.

Voices College-Bound Language Academies

Voices Flagship

Silicon Schools Fund Renewal Support:



LinkedIn

Discover

Katherine Westerhold

Independent Consultant (P-12 and Postsecondary Education)

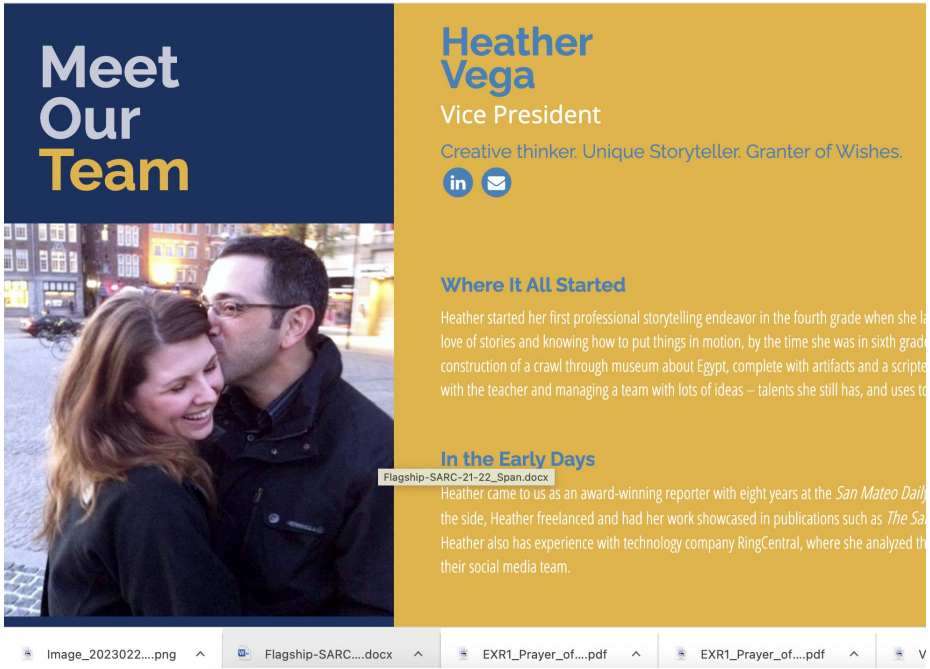
New Orleans, Louisiana, United States

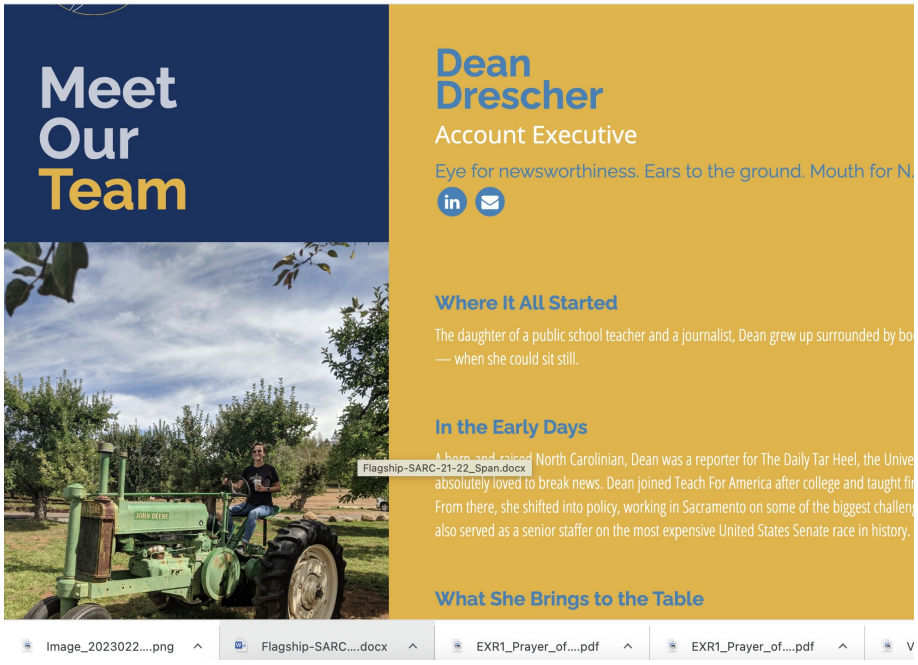
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Education Sector

Voices Flagship

Silicon Schools Fund Renewal Support:





Voices College-Bound Language Academies

Next Steps

- Finalizing submission deadline
- Completing project plan and roles and responsibilities
- DEEP data dive analysis and narrative work
- Ongoing/regular meetings with Voices team and consultants
- Charter petition work (ideally DRAFT 1 to be completed by May)
- Stakeholder engagement: parents, staff, school leadership team, students, board members, FMSD

Ask(s)

-

Coversheet

DOE Grant Evaluation Presentation

Section: III. Board Business
Item: D. DOE Grant Evaluation Presentation
Purpose: FYI
Submitted by:
Related Material: Voices SRI replication study Board Presentation.pptx.pdf

Evaluation of Voices CSP

Student outcomes study

October 5, 2022



Research Questions

- How did **literacy and math gains** at replication schools compare to established schools, after controlling for baseline scores and demographic characteristics?

- How did **literacy and math gains** at replication schools compare to established schools for **subgroups of students** (ELLs, students with disabilities, low-income, or gender) among peers in the same grade level?

- How did **attendance** compare between replication and established schools among peers in the same grade level, after controlling for baseline demographic characteristics?

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Schools

- Two replication schools:
  - West Contra Costa
  - Stockton

- Three established schools:
  - Morgan Hill
  - Mt. Pleasant
  - Franklin-McKinley

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Data

- SRI analyzed RenStar early literacy Spanish and English assessments separately to understand any differences in achievement.
- National means for RenStar and MAP are pre-COVID, and likely an overestimation of the national mean in 2021-22.
- In 2019-20 and 2020-21, testing and instruction took place in a mix of virtual and hybrid settings. SRI chose to only use data from 2021-22, when all assessments and instruction took place in person. The table below summarizes which data were used during the analytical period.

Grade level	Schools	Fall 2021	Winter 2021/22	Spring 2022
TK	All 5 schools		RenStar Dec 2021 (pretest)	RenStar June 2022 (posttest)
K	All 5 schools		RenStar Dec 2021 (pretest)	RenStar June 2022 (posttest)
1	All 5 schools		RenStar Dec 2021 (pretest)	RenStar June 2022 (posttest)
2	*No assessment data*			
3	All but Stockton	MAP ELA Sept 2021 (pretest) MAP Math Sept 2021 (pretest)		MAP ELA May 2022 (posttest) MAP Math May 2022 (posttest)

*Voices does not administer math assessments to TK-1 students.

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Potential Limitations

- Because of the small number of schools and students in our sample, it is unlikely we would detect significant differences between replication and established schools. Small numbers also increase the margin of error.

- This analysis is limited to students who have a pretest and posttest. Students who dropped out of the school or have missing data at either time point are not included in the analysis. These students could be lower achieving than the analysis sample.

- Other limitations of the analysis:
  - Outdated national norms not aligned with COVID achievement expectations because pandemic erased two decades of progress in reading and math (https://www.nytimes.com/2022/09/01/us/national-test-scores-math-reading-pandemic.html)
  - We may be more likely to see improvements among students who are very low achieving

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Student Outcomes Overview

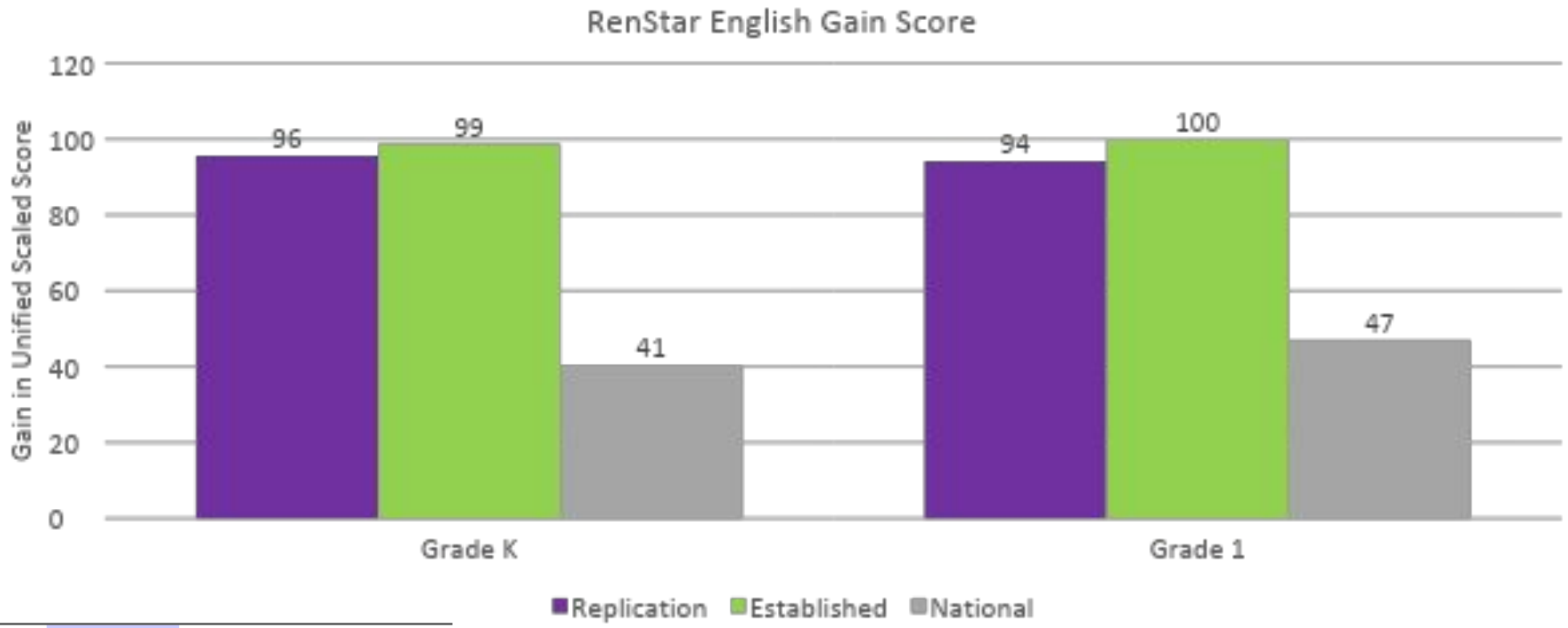
- On all assessments, Voices students in our sample performed below the national mean at pretest.
- Voices students' literacy and math scores improved from pretest to posttest.
- Across all assessments, lower performing Voices students made the greatest gains.
- Voices accelerated literacy growth for kindergartners and first graders at all schools.
- Consistent with Voices' goal of successfully replicating the model, we found no statistically significant differences in:*
  - Literacy or math gain between replication schools and established school in academic year 2021-22.
  - Literacy or math gain between replication schools and established schools for students in major subgroups.
  - Attendance rates between established schools and replication schools, overall or by subgroup.

*Given small sample sizes, these findings are not surprising. Additional studies with larger samples would give a better picture of any potential differences between replication and established schools.

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Student outcomes study results – RenStar (K-1)

Voices accelerated literacy growth for all kindergartners and first graders taking the RenStar assessment in English



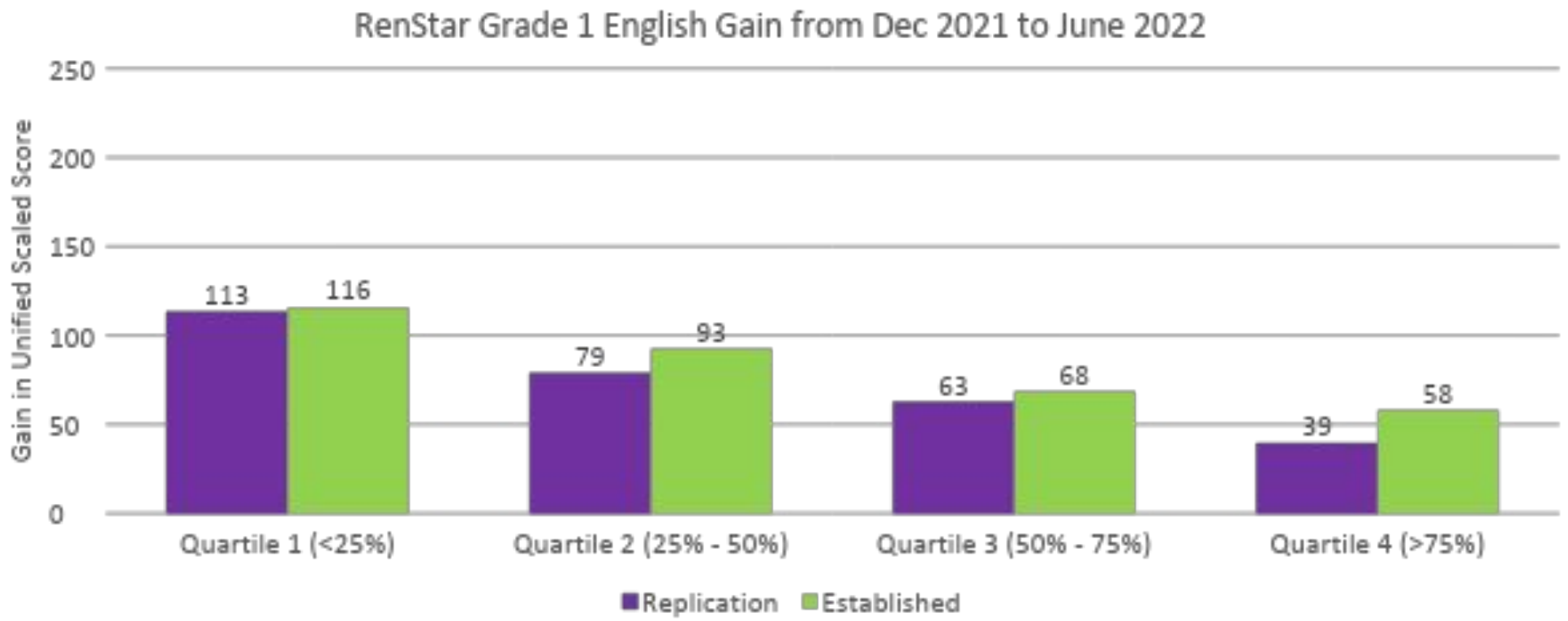
Type	Total n	Grade TK* n	Grade K n	Grade 1 n
Replication	97	12	34	51
Established	182	9	60	113

*The TK sample size is too small to be included in the analysis.

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Among 1st grade Voices students taking RenStar in English, the lowest performers made the greatest gains

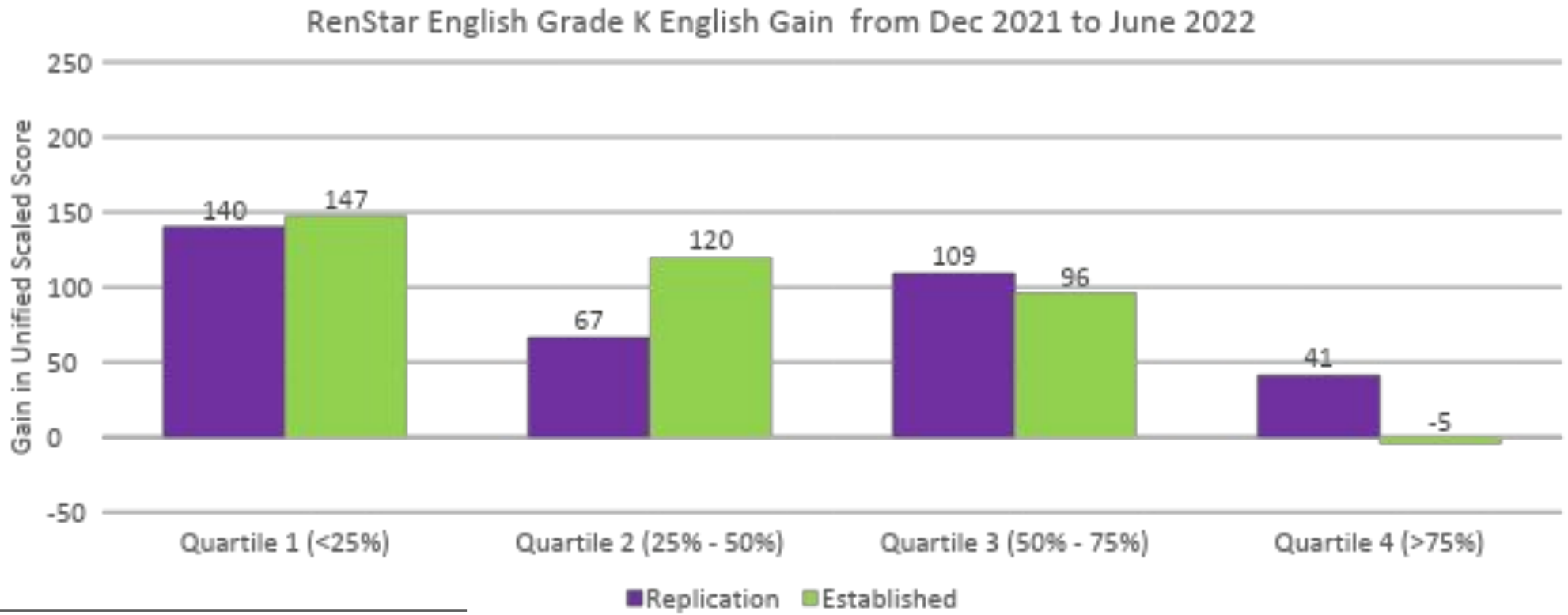


	Replication n	Established n
Quartile 1 (<25%)	32	74
Quartile 2 (25% - 50%)	13	15
Quartile 3 (50% - 75%)	1	17
Quartile 4 (>75%)	5	7

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Among Kindergarten Voices students taking RenStar English, the lowest performers made the greatest gains

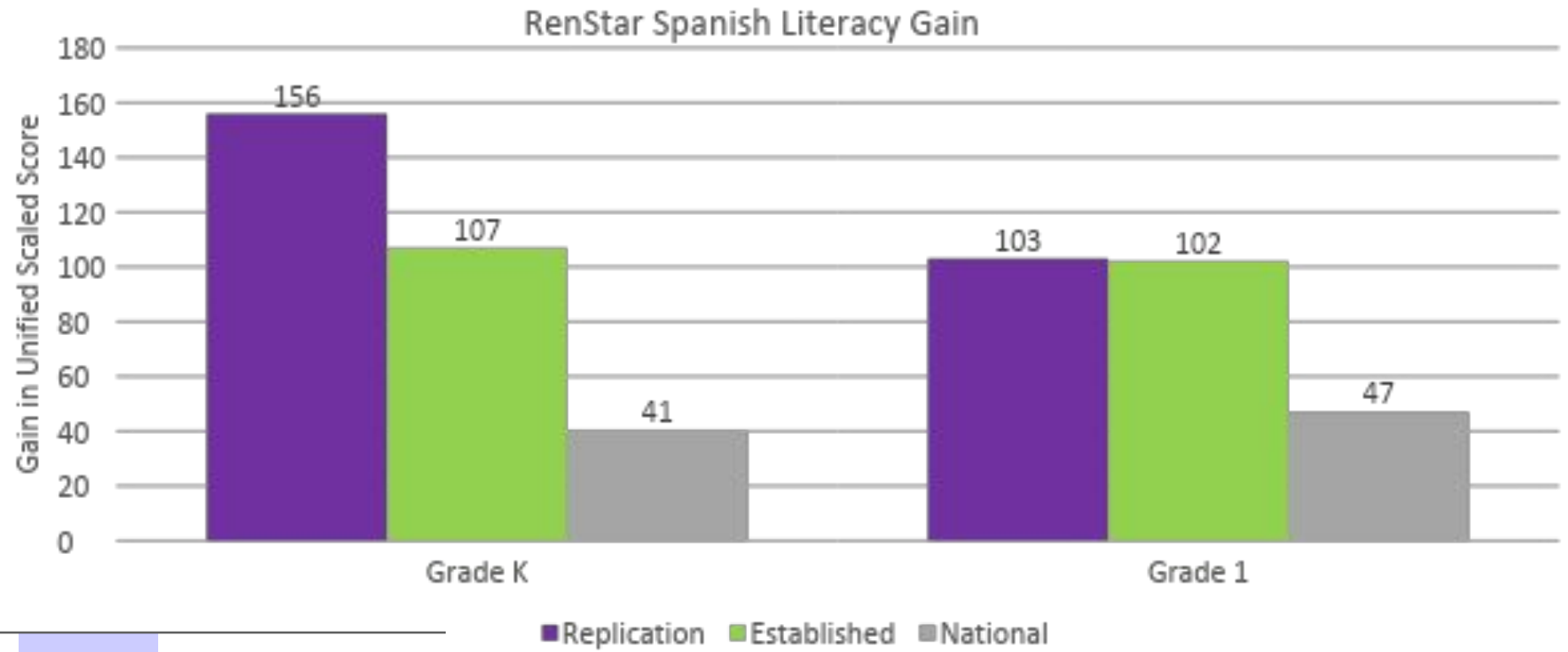


	Replication n	Established n
Quartile 1 (<25%)	13	23
Quartile 2 (25% - 50%)	8	14
Quartile 3 (50% - 75%)	10	11
Quartile 4 (>75%)	3	12

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Voices accelerated Spanish literacy growth for all kindergartners and 1st graders, particularly kindergartners at replication schools



Type	Total n	Grade TK* n	Grade K n	Grade 1 n
Replication	71	5	15	51
Established	216	11	79	126

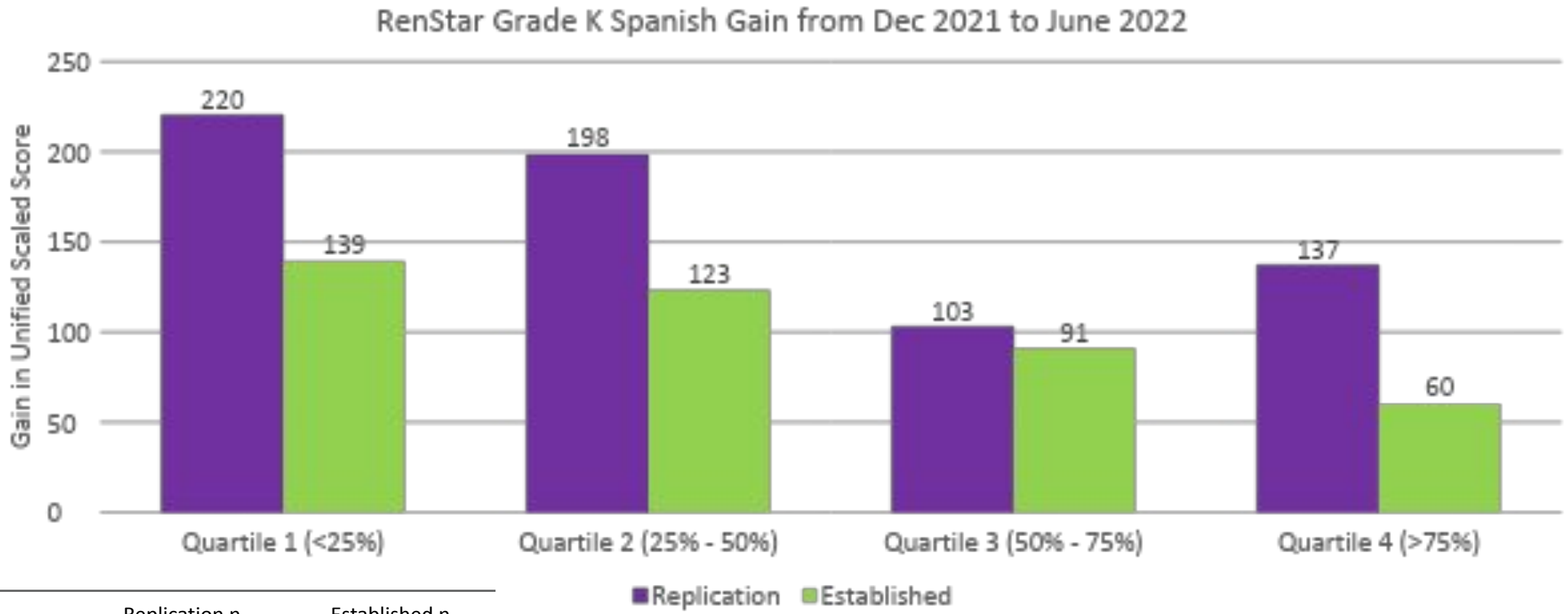
*The TK sample size is too small to be included in the analysis.

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Among Kindergarten Voices students taking RenStar in Spanish, the lowest performers made the greatest gains

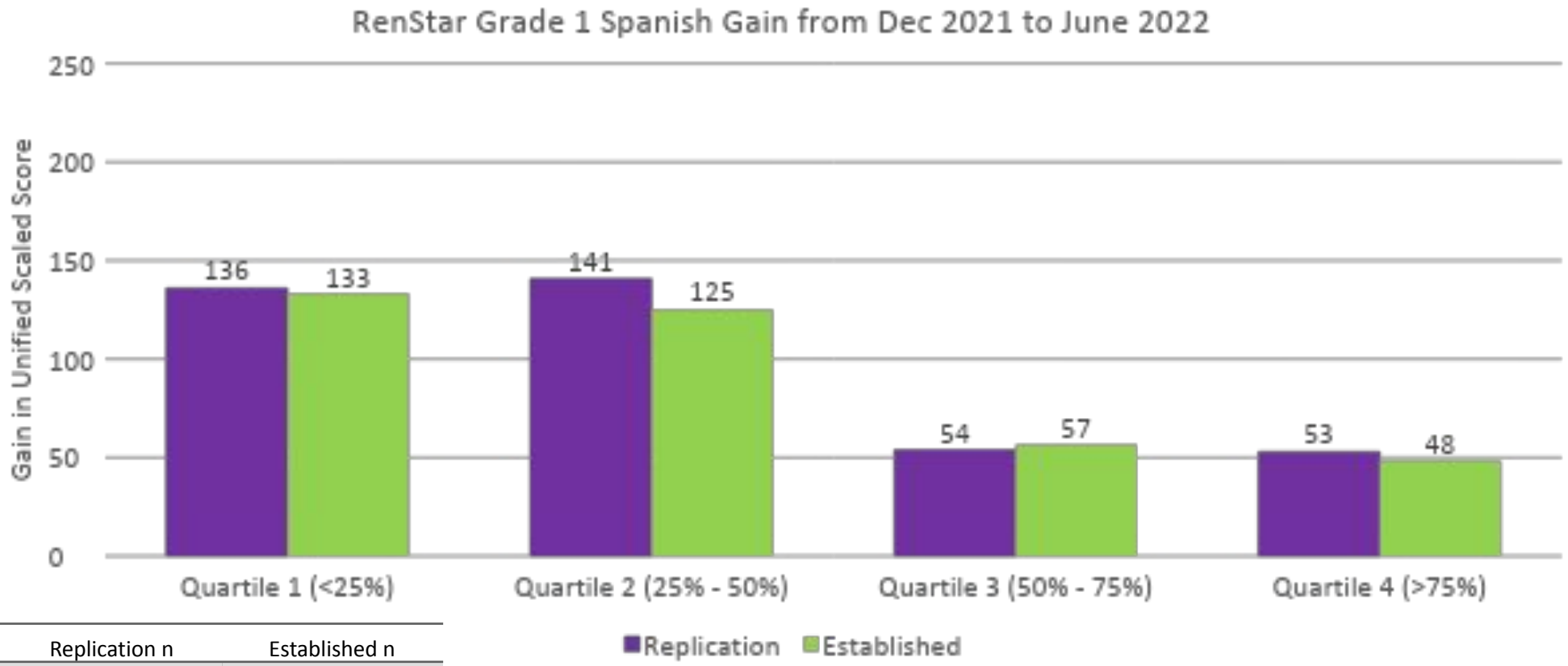


	Replication n	Established n
Quartile 1 (<25%)	2	24
Quartile 2 (25% - 50%)	3	17
Quartile 3 (50% - 75%)	6	24
Quartile 4 (>75%)	4	14

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Among 1st grade Voices students taking RenStar Spanish, the lower performers made the greatest gains



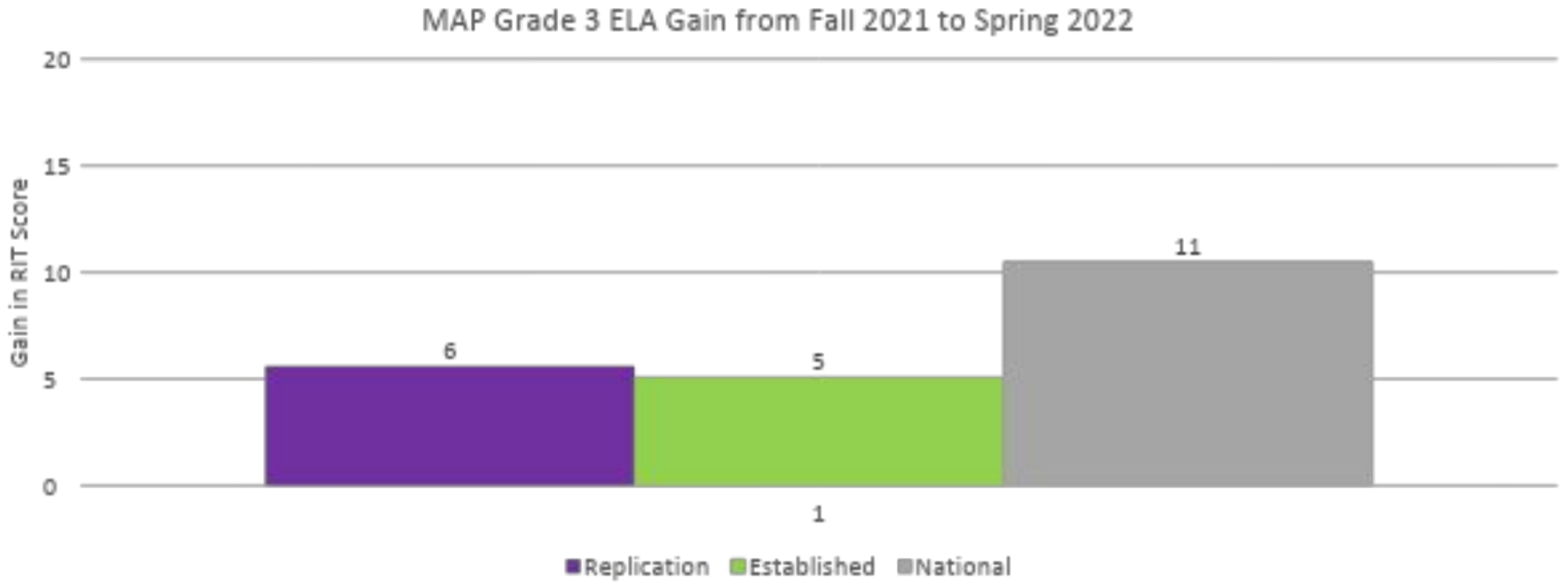
	Replication n	Established n
Quartile 1 (<25%)	26	63
Quartile 2 (25% - 50%)	9	34
Quartile 3 (50% - 75%)	8	18
Quartile 4 (>75%)	8	11

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Student outcomes study results – MAP ELA and Math (grade 3)

Voices did not keep pace with ELA growth for 3rd graders when compared to the national sample

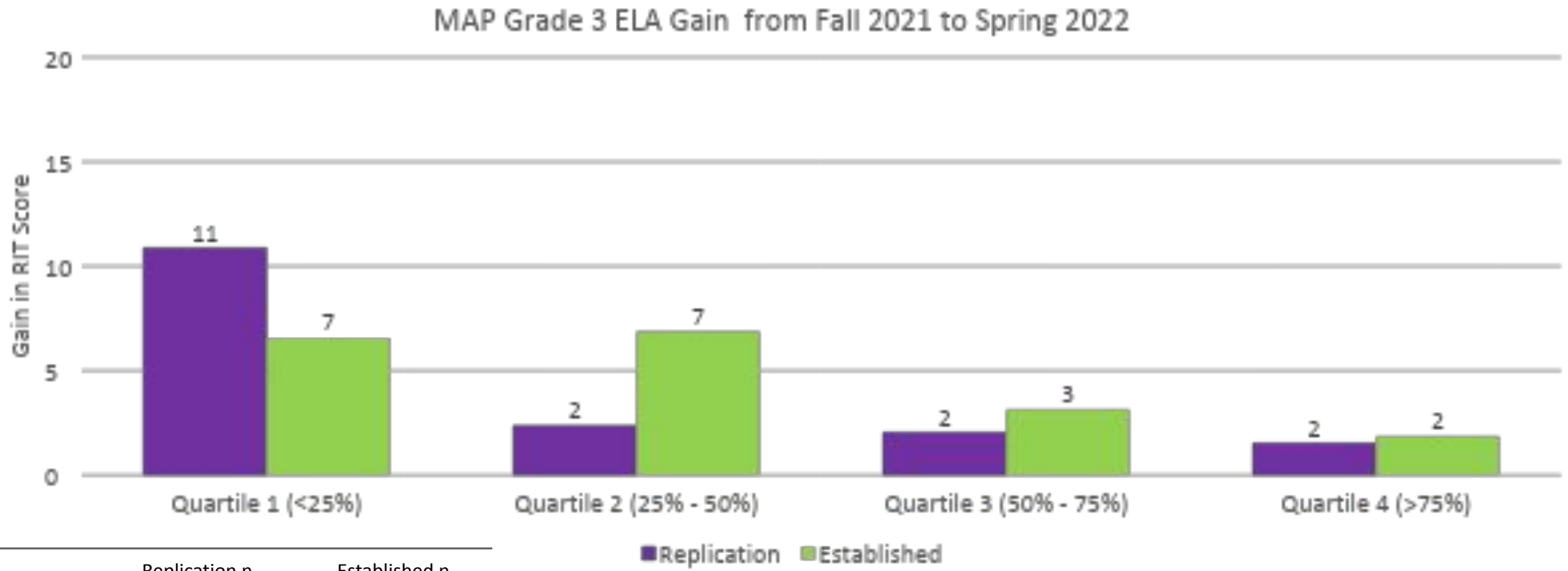


Type	Grade 3 ELA n
Replication	41
Established	112

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Among 3rd grade Voices students taking MAP ELA, the lowest performers made the greatest gains

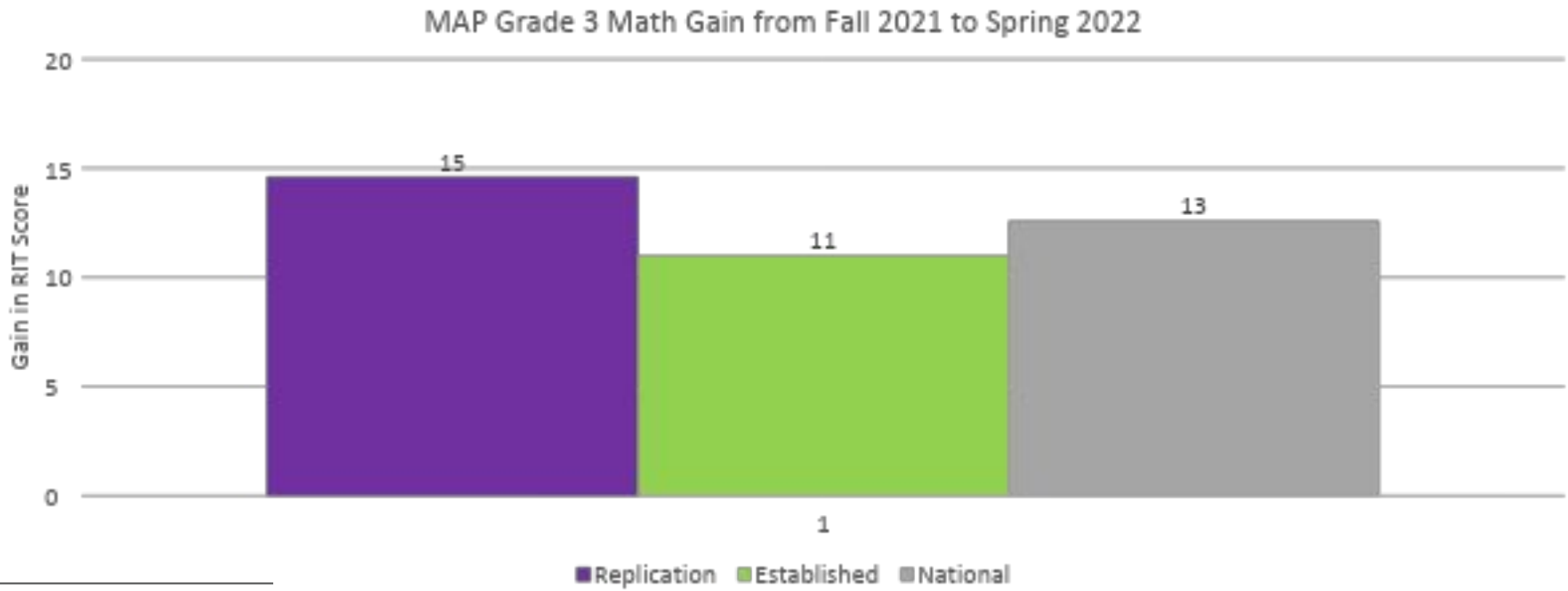


	Replication n	Established n
Quartile 1 (<25%)	14	44
Quartile 2 (25% - 50%)	13	27
Quartile 3 (50% - 75%)	5	23
Quartile 4 (>75%)	9	18

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Voices accelerated math gains for 3rd graders at replication schools

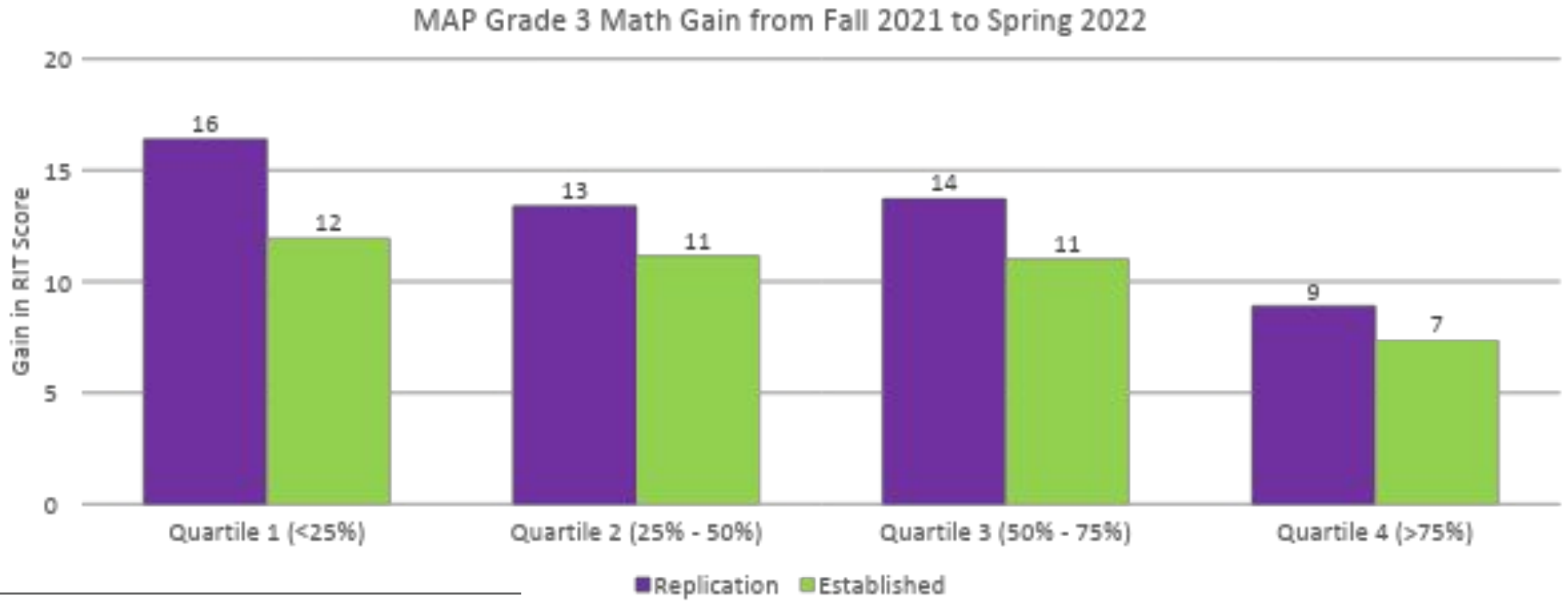


Type	Grade 3 Math n
Replication	41
Established	107

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Among 3rd grade Voices students taking MAP Math, the lowest performers made the greatest gains



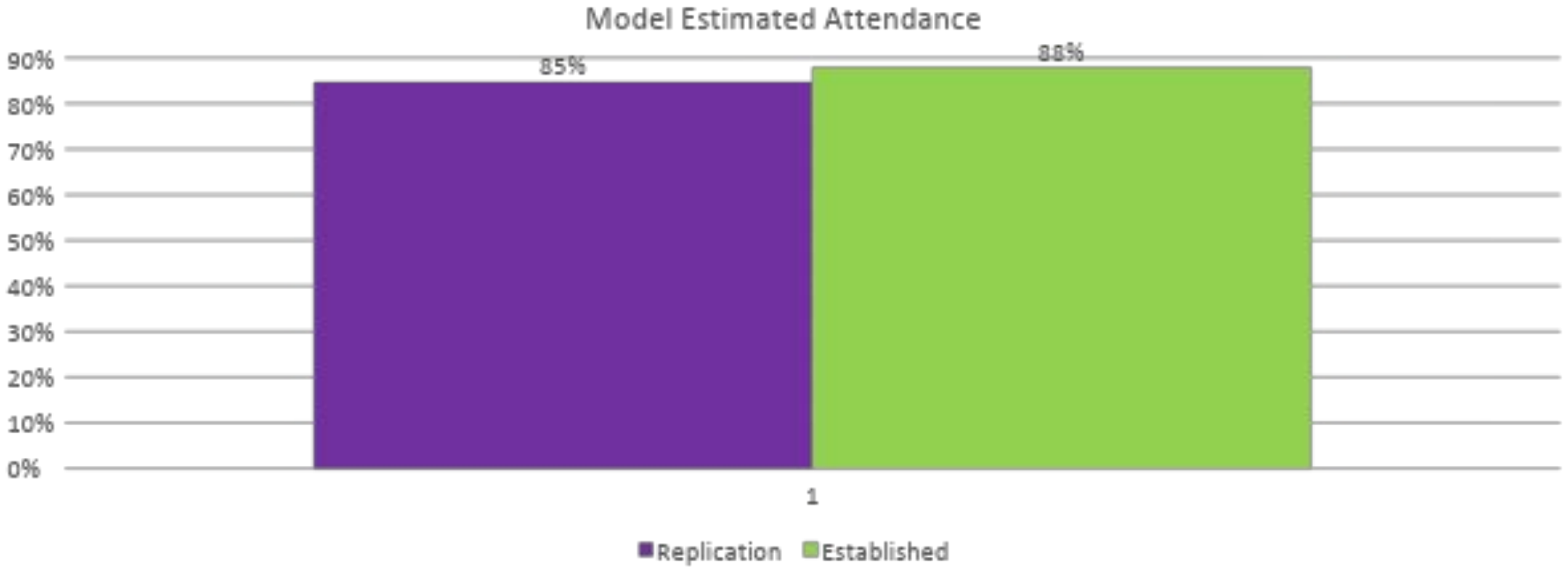
	Replication n	Established n
Quartile 1 (<25%)	17	51
Quartile 2 (25% - 50%)	13	29
Quartile 3 (50% - 75%)	9	20
Quartile 4 (>75%)	2	7

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Student Attendance study results – Grades 3, 1, K, and TK

Established schools had slightly higher attendance rates in 2021-2022



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Conclusion

- Voices students improved literacy and math scores in academic year 2021-22 in both replication schools and established schools.
- Lower achieving Voices students made greater gains than their higher achieving peers.
- Average math and literacy gains outpaced gains in the national sample, except for MAP ELA.
- There were no significant differences between replication and established schools in terms of attendance or achievement, overall or among student subgroups.

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Considerations for future studies

- **Study Voices achievement over a longer period of time:** By examining Voices student achievement over two or more years, Voices can better understand whether the high growth rates of low-achieving students is sustained over multiple years.

- **Compare Voices achievement to that of similar schools:** follow-up study comparing achievement of Voices students to well-matched out-of-district comparison schools (matched on student achievement and school characteristics). There may be opportunities to do this using publicly available state data, or MAP virtual comparison group (if available).

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Coversheet

Committee Updates

Section: III. Board Business
Item: E. Committee Updates
Purpose: FYI
Submitted by:
Related Material: Voices-Mar 2023 Finance Presentation-20230302.1.pdf

Voices College-Bound Language Academies

Board Finance Update

DENA KOREN & JOSH KEMP

MARCH 2, 2023

Prepared by

edtec
Charter School Specialists
BUSINESS • OPERATIONS • PERFORMANCE

Voices
College-Bound Language Academies

Contents



1. Finance Committee Summary

2. State Budget Update – Governor's January Budget Proposal

3. Second Interim Report

Finance Committee Summary

Finance Committee Summary



Accomplishments

- Submitted clean audit for 2021-22 on December 15th deadline! Recognition from authorizer and funder partners
- Updated FY23 forecast to reflect ADA and expense changes and needs/requests of organizational leaders
- Kicked off budgeting with updated 5-year forecast to reflect Voices strategic targets around enrollment and associated staffing levels

Work in Progress

- Budgeting for FY24 in full swing! 5-year base plan in place (incl Jan governor's budget proposal), CMO and school leaders reviewing organizational and departmental budget components
- Working with financing partners to re-establish loan for MH facility, which is progressing

Goals for Next Few Months

- Share draft of budget with Finance Committee, finalize for board presentation in June

State Budget Update

Governor's January Budget Proposal

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Voices College-Bound Language Academies

FY24 Governor's January Proposal



- 8.13% COLA increase
- $300M LCFF equity multiplier
- Decrease Arts, Music, Discretionary Block Grant to ~65% of entitlement
- $200 per 12th grader for cultural enrichment

Other State Budget Considerations



May Revise Release

- January storms → tax filing date extended to May 15
- May Revise released prior to new deadline → incomplete data on state tax revenues

LAO Recs

- COLA
  - Expect statutory COLA calculation to be greater than 8.13%
  - Legislature can cap at Governor's 8.13% or reduce further, perhaps to 6.4%
- Delay LCFF equity multiplier
- Reduce ELO-P

Second Interim Forecast

Voices Flagship

2nd Interim Forecast & Out-Year Projections: Flagship

		2022-23	2022-23	2023-24	2024-25
		June Budget	Current Forecast	*Estimated Projection*	*Estimated Projection*
Revenue	LCFF Entitlement	4,587,491	4,637,100	4,880,519	5,618,875
	Federal Revenue	1,058,324	939,410	574,653	301,721
	Other State Revenues	1,206,784	1,452,580	1,293,547	1,340,409
	Local Revenues	-	16,610	-	-
	Fundraising and Grants	15,000	15,000	15,000	15,000
	Total Revenue	**6,867,599**	**7,060,700**	**6,763,719**	**7,276,005**
Expenses	Compensation and Benefits	3,816,328	3,161,698	3,720,488	3,931,193
	Books and Supplies	338,916	342,527	321,145	348,236
	Services and Other Operating Expenditures	2,697,515	2,941,691	2,650,182	2,877,702
	Depreciation	184,856	184,856	183,819	181,745
	Other Outflows	65,104	65,104	62,639	63,265
	Total Expenses	**7,102,719**	**6,695,876**	**6,938,273**	**7,402,141**
	Operating Income	**(235,120)**	**364,824**	**(174,554)**	**(126,136)**
	Beginning Balance (Audited)	5,790,779	6,469,724	6,851,682	6,677,128
	Operating Income	(235,120)	364,824	(174,554)	(126,136)
Ending Fund Balance (incl. Depreciation)		**5,555,659**	**6,834,548**	**6,677,128**	**6,550,992**
Ending Fund Balance as % of Expenses		**78.2%**	**102.1%**	**96.2%**	**88.5%**

Second Interim Forecast

Voices Morgan Hill

2nd Interim Forecast & Out-Year Projections: Morgan Hill

		2022-23	2022-23	2023-24	2024-25
		June Budget	Current Forecast	*Estimated Projection*	*Estimated Projection*
Revenue	LCFF Entitlement	3,558,890	2,966,244	3,792,618	4,742,322
	Federal Revenue	570,117	526,029	554,690	390,245
	Other State Revenues	1,036,037	1,663,389	1,126,660	1,741,240
	Local Revenues	-	2,531	-	-
	Fundraising and Grants	27,600	27,600	27,600	27,600
	Total Revenue	**5,192,644**	**5,185,793**	**5,501,568**	**6,901,407**
Expenses	Compensation and Benefits	2,791,982	2,447,556	2,947,026	3,269,208
	Books and Supplies	380,477	421,710	409,898	458,475
	Services and Other Operating Expenditures	2,291,320	2,878,716	2,603,489	3,274,193
	Depreciation	12,578	12,578	12,578	12,578
	Other Outflows	-	-	-	-
	Total Expenses	**5,476,357**	**5,760,560**	**5,972,991**	**7,014,454**
	Operating Income	**(283,713)**	**(574,767)**	**(471,423)**	**(113,048)**
	Beginning Balance (Audited)	2,586,773	3,366,148	2,786,464	2,315,041
	Operating Income	(283,713)	(574,767)	(471,423)	(113,048)
Ending Fund Balance (incl. Depreciation)		**2,303,060**	**2,791,381**	**2,315,041**	**2,201,993**
Ending Fund Balance as % of Expenses		**42.1%**	**48.5%**	**38.8%**	**31.4%**

Second Interim Forecast

Voices Mount Pleasant

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Voices College-Bound Language Academies

2nd Interim Forecast & Out-Year Projections: Mt. Pleasant



		2022-23	2022-23	2023-24	2024-25
		June Budget	Current Forecast	*Estimated Projection*	*Estimated Projection*
Revenue	LCFF Entitlement	3,297,638	3,177,004	4,335,365	5,148,640
	Federal Revenue	553,403	527,442	445,566	301,824
	Other State Revenues	1,313,692	1,911,315	1,204,409	1,436,514
	Local Revenues	-	348	-	-
	Fundraising and Grants	270,000	25,000	175,000	25,000
	Total Revenue	**5,434,733**	**5,641,109**	**6,160,340**	**6,911,979**
Expenses	Compensation and Benefits	2,602,407	2,403,236	2,896,440	3,154,759
	Books and Supplies	295,241	308,517	339,839	377,160
	Services and Other Operating Expenditures	2,702,292	3,018,404	3,036,375	3,264,017
	Depreciation	4,267	4,267	4,267	4,267
	Other Outflows	-	-	-	-
	Total Expenses	**5,604,207**	**5,734,424**	**6,276,921**	**6,800,203**
	Operating Income	**(169,474)**	**(93,315)**	**(116,581)**	**111,776**
	Beginning Balance (Audited)	479,543	749,711	623,295	506,715
	Operating Income	(169,474)	(93,315)	(116,581)	111,776
Ending Fund Balance (incl. Depreciation)		**310,069**	**656,396**	**506,715**	**618,490**
Ending Fund Balance as % of Expenses		**5.5%**	**11.4%**	**8.1%**	**9.1%**

Second Interim Forecast

Voices WCC

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Voices College-Bound Language Academies

2nd Interim Forecast & Out-Year Projections: WCC



		2022-23	2022-23	2023-24	2024-25
		June Budget	Current Forecast	*Estimated Projection*	*Estimated Projection*
Revenue	LCFF Entitlement	3,376,261	2,698,062	4,021,235	5,243,201
	Federal Revenue	326,456	349,624	247,848	287,128
	Other State Revenues	1,016,778	1,123,231	1,292,383	1,585,147
	Local Revenues	82,620	67,560	86,670	107,460
	Fundraising and Grants	23,000	23,000	23,000	23,000
	Total Revenue	**4,825,115**	**4,261,477**	**5,671,135**	**7,245,936**
Expenses	Compensation and Benefits	2,363,317	2,061,434	2,713,845	3,074,140
	Books and Supplies	259,073	282,551	384,845	468,458
	Services and Other Operating Expenditures	2,133,557	2,221,572	2,690,459	3,216,821
	Depreciation	13,160	13,160	13,160	13,160
	Other Outflows	1,093	1,600	707	-
	Total Expenses	**4,770,200**	**4,580,317**	**5,803,017**	**6,772,579**
	Operating Income	**54,915**	**(318,840)**	**(131,881)**	**473,357**
	Beginning Balance (Audited)	1,579,515	2,084,456	1,749,542	1,617,661
	Operating Income	54,915	(318,840)	(131,881)	473,357
Ending Fund Balance (incl. Depreciation)		**1,634,430**	**1,765,616**	**1,617,661**	**2,091,018**
Ending Fund Balance as % of Expenses		**34.3%**	**38.5%**	**27.9%**	**30.9%**

Second Interim Forecast

Voices Stockton

2nd Interim Forecast & Out-Year Projections: Stockton



		2022-23	2022-23	2023-24	2024-25
		June Budget	Current Forecast	*Estimated Projection*	*Estimated Projection*
Revenue	LCFF Entitlement	1,203,343	1,209,897	2,071,158	3,206,279
	Federal Revenue	183,341	211,073	158,692	172,568
	Other State Revenues	313,512	412,413	595,951	855,416
	Local Revenues	-	1,123	-	-
	Fundraising and Grants	523,000	558,000	298,000	8,000
	Total Revenue	**2,223,197**	**2,392,506**	**3,123,801**	**4,242,264**
Expenses	Compensation and Benefits	1,052,319	1,025,908	1,429,645	1,830,933
	Books and Supplies	195,881	230,742	271,558	353,929
	Services and Other Operating Expenditures	942,794	1,018,577	1,336,957	1,786,708
	Depreciation	-	-	-	-
	Other Outflows	830	894	662	423
	Total Expenses	**2,191,824**	**2,276,121**	**3,038,822**	**3,971,993**
	Operating Income	**31,373**	**116,385**	**84,979**	**270,271**
	Beginning Balance (Audited)	86,764	99,588	219,592	304,571
	Operating Income	31,373	116,385	84,979	270,271
Ending Fund Balance (incl. Depreciation)		**118,137**	**215,973**	**304,571**	**574,841**
Ending Fund Balance as % of Expenses		**5.4%**	**9.5%**	**10.0%**	**14.5%**

Coversheet

Approve TK Teacher Assignments Policy, Board Resolution and Staff Waivers (2)

Section:	III. Board Business
Item:	G. Approve TK Teacher Assignments Policy, Board Resolution and Staff Waivers (2)
Purpose:	Vote
Submitted by:	
Related Material:	TK Board resolution_Ruiz.pdf TK Board resolution_Soto.pdf Draft Policy Regarding TK Assignments (4873-7510-2800.v3).docx (1).pdf 0351_230301131833_001.pdf

Board Resolution

WHEREAS, Voices College-Bound Language Academies' charter school at Mt. Pleasant (the "Charter School"), has a need to assign a teacher to teach transitional kindergarten students in the 2023-24 school year; and

WHEREAS, Education Code Section 480000(g)(4) requires, as a condition of claiming apportionment for transitional kindergarten students, that charter schools must ensure that each teacher assigned to teach in a transitional kindergarten classroom must possess the specialized qualifications provided in Education Code Section 48000(g)(4); and

WHEREAS, Education Code Section 48000(g)(4)(B) provides that a teacher may be assigned to teach in a transitional kindergarten setting where "[a]s determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in [Section 48000(g)(4)(A)];" and

WHEREAS, the Board established criteria pursuant to Education Code Section 48000(g)(4)(B) through its *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes;* and

WHEREAS, the Charter School's Chief Academic Officer has recommended that Mayra Samano Ruiz be assigned to teach transitional kindergarten students at the Charter School based on their prior professional experience; and

WHEREAS, the Board has reviewed the documentation attached as **Exhibit 1** identifying Mayra Samano Ruiz professional experience in a classroom setting with preschool age children in accordance with the Board's criteria;

NOW THEREFORE IT IS RESOLVED THAT the Board determines that Mayra Samano Ruiz possesses professional experience in a classroom setting with preschool age children meeting the criteria established by the Board that is comparable to the 24 units of education described in Education Code Section 48000(g)(4)(A).

ADOPTED by the Board at a regular meeting on March 2, 2023.

I, Servando Sandoval, am the Chair of the Board of the Charter School. I hereby certify that the foregoing is a true copy of a resolution duly and legally adopted by the Board on March 2, 2023 and that this Resolution has not been revoked.

Date:_____ _____

Servando Sandoval
Board of Directors

Board Resolution

WHEREAS, Voices College-Bound Language Academies' charter school at Stockton (the "Charter School"), has a need to assign a teacher to teach transitional kindergarten students in the 2023-24 school year; and

WHEREAS, Education Code Section 480000(g)(4) requires, as a condition of claiming apportionment for transitional kindergarten students, that charter schools must ensure that each teacher assigned to teach in a transitional kindergarten classroom must possess the specialized qualifications provided in Education Code Section 48000(g)(4); and

WHEREAS, Education Code Section 48000(g)(4)(B) provides that a teacher may be assigned to teach in a transitional kindergarten setting where "[a]s determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in [Section 48000(g)(4)(A)];" and

WHEREAS, the Board established criteria pursuant to Education Code Section 48000(g)(4)(B) through its *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes;* and

WHEREAS, the Charter School's Chief Academic Officer has recommended that Lizbeth Soto be assigned to teach transitional kindergarten students at the Charter School based on their prior professional experience; and

WHEREAS, the Board has reviewed the documentation attached as **Exhibit 1** identifying Lizbeth Soto professional experience in a classroom setting with preschool age children in accordance with the Board's criteria;

NOW THEREFORE IT IS RESOLVED THAT the Board determines that Lizbeth Soto possesses professional experience in a classroom setting with preschool age children meeting the criteria established by the Board that is comparable to the 24 units of education described in Education Code Section 48000(g)(4)(A).

ADOPTED by the Board at a regular meeting on March 2, 2023.

I, Servando Sandoval, am the Chair of the Board of the Charter School. I hereby certify that the foregoing is a true copy of a resolution duly and legally adopted by the Board on March 2, 2023 and that this Resolution has not been revoked.

Date:_____ _____

Servando Sandoval
Board of Directors

Board Policy #: 001
Adopted/Ratified: 03/02/2023
Revision Date:

Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes

Background

Pursuant to Education Code Section 48000, each of the charter schools operated by Voices College-Bound Language Academies (collectively, the "Charter School") shall ensure that as of August 1, 2023, credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, satisfy one of the requirements set forth in Section 48000(g)(4)(A)-(C), which sets forth the specialized qualifications required under the law for transitional kindergarten teachers. This policy is intended to identify the protocols the Charter School will use to assess and validate teachers' eligibility to be assigned to a transitional kindergarten classroom.

Pursuant to this Policy, each teacher serving as the teacher of record for transitional kindergarten students and who are assigned to a transitional kindergarten classroom shall possess a valid and appropriate credential issued by the Commission on Teacher Credentialing, and satisfy at least one of the following specialized qualification standards:

Option 1 – Qualification Under Education Code Section 48000(g)(4)(A)
Qualification based on completion of sufficient coursework in the required subject(s)

Section 48000(g)(4)(A) allows for the assignment of teachers to a transitional kindergarten classroom if they have earned at least 24 units in early childhood education, or childhood development, or both.

Section 48000.1(a) provides that for purposes of assessing a teacher's qualifications under this standard, "units" means semester units, or their quarterly equivalent, as used for the purposes of a degree program at the University of California, California State University, California Community Colleges, or independent institutions of higher education. An "independent institution of higher education" means a nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both, and that are formed as nonprofit corporations in this state and are accredited by an agency recognized by the United States Department of Education.

The Chief Academic Officer of the Charter School or designee may assign a credentialed teacher to a transitional kindergarten classroom upon verification that the teacher completed the required coursework in the required subject area(s), and that the credits were earned at a qualifying institution, as defined above. The Chief Academic Officer or designee shall verify a teacher's qualifications by examining their official transcript from a qualifying institution, and confirm

that the credits were earned in "childhood education" or "childhood development" by reference to all relevant and available information, including the academic department that conducted the course, the name of the course, the course description, and any written documentation or verification available from the institution describing the subject of the course.

For purposes of credits reported as quarter units, the Charter School shall treat 36 quarter units as 24 semester units, which the Board determines to be reasonable by reference to the conversion standard articulated in 5 California Code of Regulations ("CCR") Section 40103.

This verification shall be documented using the template attached to this policy as **Exhibit A** and maintained in the employee's file, along with all backup documentation to support the verification, e.g., copies of transcripts, course descriptions, etc.

Option 2 – Qualification Under Education Code Section 48000(g)(4)(B)

Qualification based on professional experience

Section 48000(g)(4)(B) allows for the assignment of a teacher to a transitional kindergarten classroom where the local educational agency employing the teacher determines and documents that they possess professional experience in a classroom setting with preschool age children that is comparable to 24 units of education in early childhood education, or childhood development, or both, pursuant to criteria established by the governing body of the local educational agency.

The Board adopts the following criteria for determining that a teacher has professional experience in a classroom setting with preschool age children that is comparable to 24 units of education in early childhood education or childhood development:

The Chief Academic Officer may recommend to the Board that it approve a teacher for assignment as a transitional kindergarten teacher based on (1) documentation verifying that teacher's prior professional experience assigned to work in a classroom setting with children ages 3 and/or 4, comparable to approximately 1,152 hours or more of work as a lead or co-teacher; and (2) evidence that the teacher performed competently in their most recent professional experience with such children.

The Board finds that 1,152 hours of experience is appropriate by reference to the standard in 5 CCR Section 55002.5(a), which provides that "[o]ne credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work … which may include inside and/or outside-of-class hours." Twenty-four semester credits multiplied by forty-eight hours for each unit equals 1,152 hours. The Board finds that one academic year of fulltime employment shall be deemed to satisfy these hour requirements, based on the typical in-class and outside-of-class demands on a typical teacher during an academic year (i.e., a seven-hour workday multiplied by 175 instructional days equals 1,225 hours.) Specifically, the Board finds that because 24 units equates to a year of full-time study, and a year of employment working with preschool age children involves both practical experience and learning inside the classroom, and planning, research, and professional development outside of the classroom, that

one-year of employment working with preschool age children is "comparable" to 24 units of study in early childhood education and child development.

To the extent that a teacher has completed some units of study in early childhood education and child development, but fewer than 24 units, the Board finds that this learning compounds the value and significance of professional experience in a classroom setting with preschool age children, and therefore, the Board finds that for each qualifying semester unit of study in early childhood education and child development completed by a teacher (consistent with the standards identified in option 1, above) a teacher shall be required to account for 48 fewer hours of professional experience assigned to work in a classroom setting with children ages 3 and/or 4. For the avoidance of doubt and as part of the Board's criteria for judging the value of experience, the Board finds that appointment under this standard is based solely upon professional experience in a classroom setting with preschool age children equivalent to 24 units, even where the default hours requirement is reduced because of the teacher's level of specialized training.

The Chief Academic Officer shall also determine that the teacher's performance was satisfactory for at least the latest academic year of their professional work with preschool age children by reference to any available sources of information, including but not limited to prior performance reviews, letters or statements of reference, observations, lesson plan reviews, familiarity with California Preschool Learning Foundations, and/or interviews with the teacher conducted by the Chief Academic Officer to assess their familiarity with early childhood education and child development principles and best practices.

The Chief Academic Officer of the Charter School shall verify each candidate teacher's professional experience using the template attached to this policy as **Exhibit A**. If the Board is satisfied based on the documentation that a teaching candidate possesses professional experience in a classroom setting with preschool age children that is comparable to 24 units of education in early childhood education, or childhood development, or both, and the Board adopts a resolution affirming the same (*see* **Exhibit B** the Charter School may assign that teacher to a transitional kindergarten classroom. All documentation related to the teacher's qualifications under this pathway shall be maintained the employee's file.

Option 3 - Qualification Under Education Code Section 48000(g)(4)(C)

Qualification based on a child development teacher permit, or an early childhood education specialist credential

Section 48000(g)(4)(C) allows for the assignment of a teacher to a transitional kindergarten classroom if they possess a child development teacher permit, or an early childhood education specialist credential, issued by the Commission on Teacher Credentialing.

The Chief Academic Officer of the Charter School or designee may assign a teacher to a transitional kindergarten classroom pursuant to this provision upon verification that the teacher has been issued a child development teacher permit, or an early childhood education specialist credential by the Commission on Teacher Credentialing. This verification shall be documented using the template attached to this policy as **Exhibit A** and maintained in the employee's file,

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along with all backup documentation to support the verification, e.g., permit or credential documents.

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Exhibit A

Template Form for Verifying Eligibility for Teacher Assignment in Transitional Kindergarten Classrooms

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Verification of Eligibility for Assignment in a Transitional Kindergarten Classroom

In accordance with the Education Code section(s) indicated below and the Charter School's *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes* (the "Policy"), the Chief Academic Officer may assign teachers who meet the requirements stated below to transitional kindergarten classrooms. Credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015 must, by August 1, 2023, satisfy one of the qualification pathways described below according to the standards identified for confirming the teacher's qualifications.

Teacher Name: _____

Existing Credential Type(s): _____

School Year of Assignment: _____

School of Assignment: _____

Qualification Under Education Code Section 48000(g)(4)(A)

Qualification based on completion of sufficient coursework in the subject to be taught
[ ] (Check if applicable)

[The below table should be duplicated for each educational institution from which credits are claimed for purposes of satisfying the requirements under Section 48000(g)(4)(A).]

Name of Educational Institution	
Institution Type (must check one)	□ University of California □ California State University □ California Community Colleges □ Independent institutions of higher education □ nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both □ formed as a California nonprofit corporations in this state □ accredited by an agency recognized by the United States Department of Education. Specify .
Transcript Review (must check)	□ Completed review of an official transcript issued to the above teacher □ Transcript is attached to this verification

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Qualifying Courses (repeat for each qualifying course)	Course Department: Course Name: _____ Course Subject: □ Childhood Development □ Early Childhood Education Units Course Units: _____ □ Semester Units □ Quarter Units Course Grade: _____ (Must be a passing grade) □ Documentation of course content is attached to this verification (if course content is not evident from transcript)
Unit Total	

Units must add up to 24 semester units or 36 quarter units (unless a different conversion is appropriate based on the credit standards of the granting educational institution, and conversion documentation is attached to this verification.)

Qualification Under Education Code Section 48000(g)(4)(B)

Qualification based on Professional Experience

[ ] (Check if applicable)

[The below table should be duplicated for each employer that provided work experience for purposes of qualification under Section 48000(g)(4)(B).]

Name of Employer:	
Employer Address:	
Role:	□ Lead teacher □ Co-teacher
Dates of Employment:	
Age(s) of prekindergarten students taught in a classroom setting (check all that apply)	□ 3-year-olds □ 4-year-olds
Weekly schedule/hours applicable of experience working with prekindergarten students:	
Weekly hours of preparation for working with prekindergarten students:	
Verification of services and dates of employment working with prekindergarten students	□ Reviewed resume/CV (attach resume/CV to this verification) Verified prior employment via □ telephone

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	Date: _____ Name: _____ □ written communication (attach to this verification) □ other: _____
Verification of comparability of 24 semester units of experience (1,152 classroom hours)	□ One academic year of full-time experience or more □ Other: _____
Evidence of competency working with preschool age children (check all that apply)	□ Performance reviews (include in personnel file) □ Letters or statements of reference (include in personnel file) □ Observations (include in personnel file) □ Lesson plan reviews (include in personnel file) □ Familiarity with California Preschool Learning Foundations (include in personnel file) □ Interviews with the teacher to assess their familiarity with early childhood education and child development principles and best practices (include in personnel file) Describe/summarize evidence of competency: _____ _____ _____ _____ _____ _____ _____

If teacher has fewer than 1,152 hours of classroom experience with 3 and/or 4 year olds, the hours requirement may be reduced by 48 hours for each semester credit hour of college coursework in early childhood education or childhood development. Complete the table below to account for any applicable coursework.

Name of Educational Institution	
Institution Type (must check one)	□ University of California □ California State University □ California Community Colleges □ Independent institutions of higher education □ nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both

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	□ formed as a California nonprofit corporations in this state □ accredited by an agency recognized by the United States Department of Education. Specify .
Transcript Review (must check)	□ Completed review of an official transcript issued to the above teacher □ Transcript is attached to this verification
Qualifying Courses (repeat for each qualifying course)	Course Department: Course Name: _____ Course Subject: □ Childhood Development □ Early Childhood Education Units Course Units: _____ □ Semester Units □ Quarter Units Course Grade: _____ (Must be a passing grade) □ Documentation of course content is attached to this verification (if course content is not evident from transcript)
Unit Total	

Qualification Under Education Code Section 48000(g)(4)(C)

Qualification based on a child development teacher permit, or an early childhood education specialist credential

[ ] (Check if applicable)

Teacher possesses a qualifying document (check one):	□ child development teacher permit (copy attached) □ early childhood education specialist credential (copy attached)
Date issued:	
Expiration date:	

Verification of Chief Academic Officer

(Check statement as applicable)

[ ] **Qualification Under Education Code Section 48000(g)(4)(A):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] has completed at least 24 units in early childhood education, or childhood development, or both.

[ ] **Qualification Under Education Code Section 48000(g)(4)(B):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy,

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[teacher name] has attained professional experience in a classroom setting with preschool age children that is comparable to 24 units of early childhood education, or childhood development, or both. I recommend that the Board adopt a resolution finding the same.

[ ] **Qualification Under Education Code Section 48000(g)(4)(C):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] possesses a valid child development teacher permit or an early childhood education specialist credential.

Signed: _____ Date: _____
Chief Academic Officer

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Exhibit B

Model Board Resolution

Board Resolution

WHEREAS, Voices College-Bound Language Academies' charter school _____ (the "Charter School"), has a need to assign a teacher to teach transitional kindergarten students in the 2023-24 school year; and

WHEREAS, Education Code Section 480000(g)(4) requires, as a condition of claiming apportionment for transitional kindergarten students, that charter schools must ensure that each teacher assigned to teach in a transitional kindergarten classroom must possess the specialized qualifications provided in Education Code Section 48000(g)(4); and

WHEREAS, Education Code Section 48000(g)(4)(B) provides that a teacher may be assigned to teach in a transitional kindergarten setting where "[a]s determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in [Section 48000(g)(4)(A)];" and

WHEREAS, the Board established criteria pursuant to Education Code Section 48000(g)(4)(B) through its *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes;* and

WHEREAS, the Charter School's Chief Academic Officer has recommended that [teacher name] be assigned to teach transitional kindergarten students at the Charter School based on their prior professional experience; and

WHEREAS, the Board has reviewed the documentation attached as **Exhibit 1** identifying [teacher name's] professional experience in a classroom setting with preschool age children in accordance with the Board's criteria;

NOW THEREFORE IT IS RESOLVED THAT the Board determines that [teacher] possesses professional experience in a classroom setting with preschool age children meeting the criteria established by the Board that is comparable to the 24 units of education described in Education Code Section 48000(g)(4)(A).

ADOPTED by the Board at a [regular/special] meeting on [date].

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I, [name], am the Chair of the Board of the Charter School. I hereby certify that the foregoing is a true copy of a resolution duly and legally adopted by the Board on [date] and that this Resolution has not been revoked.

Date:_____ _____

[Name]
Board of Directors

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Verification of Eligibility for Assignment in a Transitional Kindergarten Classroom

In accordance with the Education Code section(s) indicated below and the Charter School's *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes* (the "Policy"), the Chief Academic Officer may assign teachers who meet the requirements stated below to transitional kindergarten classrooms. Credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015 must, by August 1, 2023, satisfy one of the qualification pathways described below according to the standards identified for confirming the teacher's qualifications.

Teacher Name: ___Lizbeth Soto_____

Existing Credential Type(s): _Intern Credential with Bilingual Waiver_____

School Year of Assignment: __2023-24_____

School of Assignment: __Voices Stockton_____

Qualification Under Education Code Section 48000(g)(4)(A)

Qualification based on completion of sufficient coursework in the subject to be taught
[ ] (Check if applicable)

[The below table should be duplicated for each educational institution from which credits are claimed for purposes of satisfying the requirements under Section 48000(g)(4)(A).]

Name of Educational Institution	
Institution Type (must check one)	□ University of California □ California State University □ California Community Colleges □ Independent institutions of higher education □ nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both □ formed as a California nonprofit corporations in this state □ accredited by an agency recognized by the United States Department of Education. Specify _____.
Transcript Review (must check)	□ Completed review of an official transcript issued to the above teacher □ Transcript is attached to this verification

Qualifying Courses (repeat for each qualifying course)	Course Department: Course Name: _____ Course Subject: □ Childhood Development □ Early Childhood Education Units Course Units: _____ □ Semester Units □ Quarter Units Course Grade: _____ (Must be a passing grade) □ Documentation of course content is attached to this verification (if course content is not evident from transcript)
Unit Total	

Units must add up to 24 semester units or 36 quarter units (unless a different conversion is appropriate based on the credit standards of the granting educational institution, and conversion documentation is attached to this verification.)

Qualification Under Education Code Section 48000(g)(4)(B)

Qualification based on Professional Experience

[x] (Check if applicable)

[The below table should be duplicated for each employer that provided work experience for purposes of qualification under Section 48000(g)(4)(B).]

Name of Employer:	**Voices College Bound Language Academy at Stockton**
Employer Address:	321 East Weber Ave Stockton CA 95202
Role:	☒ Lead teacher □ Co-teacher
Dates of Employment:	**August 2020 - current** SY 20-21 SY 21-22 (TK/K teacher) SY 22-23 (TK/K teacher)
Age(s) of prekindergarten students taught in a classroom setting (check all that apply)	□ 3-year-olds (approx. number: _____) ☒ 4-year-olds (approx. number: _____)
Weekly schedule/hours applicable of experience working with prekindergarten students:	**6 hours daily = 30 hours weekly**
Weekly hours of preparation for working with prekindergarten students:	**5-10 hours weekly via intellectual preparation, data analysis, training and before/after school hours**

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Verification of services and dates of employment working with prekindergarten students	□ Reviewed resume/CV (attach resume/CV to this verification) Verified prior employment via □ telephone Date: _____ Name: _____ □ written communication (attach to this verification) ☒ other: _Internal document at Voices_
Verification of comparability of 24 semester units of experience (1,152 classroom hours)	☒ One academic year of full-time experience or more □ Other: _____
Evidence of competency working with preschool age children (check all that apply)	☒ Performance reviews (include in personnel file) □ Letters or statements of reference (include in personnel file) ☒ Observations (include in personnel file) □ Lesson plan reviews (include in personnel file) □ Familiarity with California Preschool Learning Foundations (include in personnel file) □ Interviews with the teacher to assess their familiarity with early childhood education and child development principles and best practices (include in personnel file) Describe/summarize evidence of competency: **_Based on resume and knowledge of teacher's attendance, teacher has completed over 1650 hours of classroom experience.** _Ms.Liz is completing her 3rd year working with our Tk/K combo classroom. These past 3 years she has developed multiple skills in working with our youngest students; from teaching early literacy through Estrellitas, Shared Reading and Guided Reading, differentiating learning to better serve each student, and developing strong social and social emotional skills.

If teacher has fewer than 1,152 hours of classroom experience with 3 and/or 4 year olds, the hours requirement may be reduced by 48 hours for each semester credit hour of college coursework in early childhood education or childhood development. Complete the table below to account for any applicable coursework.

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Name of Educational Institution	
Institution Type (must check one)	□ University of California □ California State University □ California Community Colleges □ Independent institutions of higher education □ nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both □ formed as a California nonprofit corporations in this state □ accredited by an agency recognized by the United States Department of Education. Specify .
Transcript Review (must check)	□ Completed review of an official transcript issued to the above teacher □ Transcript is attached to this verification
Qualifying Courses (repeat for each qualifying course)	Course Department: Course Name: _____ Course Subject: □ Childhood Development □ Early Childhood Education Units Course Units: _____ □ Semester Units □ Quarter Units Course Grade: _____ (Must be a passing grade) □ Documentation of course content is attached to this verification (if course content is not evident from transcript)
Unit Total	

Qualification Under Education Code Section 48000(g)(4)(C)

Qualification based on a child development teacher permit, or an early childhood education specialist credential

[ ] (Check if applicable)

Teacher possesses a qualifying document (check one):	□ child development teacher permit (copy attached) □ early childhood education specialist credential (copy attached)
Date issued:	
Expiration date:	

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Verification of Chief Academic Officer

(Check statement as applicable)

[ ] **Qualification Under Education Code Section 48000(g)(4)(A):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] has completed at least 24 units in early childhood education, or childhood development, or both.

[X] **Qualification Under Education Code Section 48000(g)(4)(B):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [Lizbeth Soto] has attained professional experience in a classroom setting with preschool age children that is comparable to 24 units of early childhood education, or childhood development, or both. I recommend that the Board adopt a resolution finding the same.

[ ] **Qualification Under Education Code Section 48000(g)(4)(C):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] possesses a valid child development teacher permit or an early childhood education specialist credential.

Signed: Elizabeth Aguilar Date: 3/1/23
Chief Academic Officer

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Exhibit B

Model Board Resolution

Board Resolution

WHEREAS, Voices College-Bound Language Academies' charter school Voices Stockton (the "Charter School"), has a need to assign a teacher to teach transitional kindergarten students in the 2023-24 school year; and

WHEREAS, Education Code Section 480000(g)(4) requires, as a condition of claiming apportionment for transitional kindergarten students, that charter schools must ensure that each teacher assigned to teach in a transitional kindergarten classroom must possess the specialized qualifications provided in Education Code Section 48000(g)(4); and

WHEREAS, Education Code Section 48000(g)(4)(B) provides that a teacher may be assigned to teach in a transitional kindergarten setting where "[a]s determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in [Section 48000(g)(4)(A)];" and

WHEREAS, the Board established criteria pursuant to Education Code Section 48000(g)(4)(B) through its *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes;* and

WHEREAS, the Charter School's Chief Academic Officer has recommended that Lizbeth Soto be assigned to teach transitional kindergarten students at the Charter School based on their prior professional experience; and

WHEREAS, the Board has reviewed the documentation attached as **Exhibit 1** identifying Lizbeth Soto professional experience in a classroom setting with preschool age children in accordance with the Board's criteria;

NOW THEREFORE IT IS RESOLVED THAT the Board determines that Lizbeth Soto possesses professional experience in a classroom setting with preschool age children meeting the criteria established by the Board that is comparable to the 24 units of education described in Education Code Section 48000(g)(4)(A).

ADOPTED by the Board at a [regular] meeting on 3/2/23.

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I, [name], am the Chair of the Board of the Charter School. I hereby certify that the foregoing is a true copy of a resolution duly and legally adopted by the Board on 3/23/23 and that this Resolution has not been revoked.

Date:_____ _____

[Name]
Board of Directors

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Verification of Eligibility for Assignment in a Transitional Kindergarten Classroom

In accordance with the Education Code section(s) indicated below and the Charter School's *Policy Regarding Assignment of Teachers in Transitional Kindergarten Classes* (the "Policy"), the Chief Academic Officer may assign teachers who meet the requirements stated below to transitional kindergarten classrooms. Credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015 must, by August 1, 2023, satisfy one of the qualification pathways described below according to the standards identified for confirming the teacher's qualifications.

Teacher Name: ___Mayra Samano Ruiz_____

Existing Credential Type(s): _Multiple Subject Preliminary with bilingual authorization_____

School Year of Assignment: __2023-24_____

School of Assignment: __Voices Mount Pleasant_____

Qualification Under Education Code Section 48000(g)(4)(A)

Qualification based on completion of sufficient coursework in the subject to be taught
[ ] (Check if applicable)

[The below table should be duplicated for each educational institution from which credits are claimed for purposes of satisfying the requirements under Section 48000(g)(4)(A).]

Name of Educational Institution	**West Valley-Mission Community College District** **Mission College**
Institution Type (must check one)	□ University of California □ California State University **X** California Community Colleges □ Independent institutions of higher education □ nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both □ formed as a California nonprofit corporations in this state □ accredited by an agency recognized by the United States Department of Education. Specify

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Transcript Review (must check)	**X** Completed review of an official transcript issued to the above teacher **X** Transcript is attached to this verification
Qualifying Courses (repeat for each qualifying course)	Course Department: CHD Course Name: __CHD 002 MC Child, Family Comm____ Course Subject: **X** Childhood Development □ Early Childhood Education Units Course Units: ____3 units_____ **X** Semester Units □ Quarter Units Course Grade: ____A__ (Must be a passing grade) □ Documentation of course content is attached to this verification (if course content is not evident from transcript)
	Course Department: CHD Course Name: __CHD 010 MC Principles Prac in Education__ Course Subject: **X** Childhood Development □ Early Childhood Education Units Course Units: ____3 units_____ **X** Semester Units □ Quarter Units Course Grade: ___A___ (Must be a passing grade) □ Documentation of course content is attached to this verification (if course content is not evident from transcript)
	Course Department: CHD Course Name: __CHD 026 MC Introduction to Curriculum____ Course Subject: **X** Childhood Development □ Early Childhood Education Units Course Units: ____3 units_____ **X** Semester Units □ Quarter Units Course Grade: ___A___ (Must be a passing grade) □ Documentation of course content is attached to this verification (if course content is not evident from transcript)
	Course Department: CHD Course Name: __CHD 005 MC Music and Movement____ Course Subject:

	X Childhood Development □ Early Childhood Education Units Course Units: ____3 units_____ **X** Semester Units □ Quarter Units Course Grade: ___A___ (Must be a passing grade) □ Documentation of course content is attached to this verification (if course content is not evident from transcript)
Unit Total	12 units

Name of Educational Institution	**La Escuela Normal Particular Incorporado Justo S**
Institution Type (must check one)	□ University of California □ California State University □ California Community Colleges □ Independent institutions of higher education ☒ nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both □ formed as a California nonprofit corporations in this state ☒ accredited by an agency recognized by the United States Department of Education. Specify .
Transcript Review (must check)	☒ Completed review of an official transcript issued to the above teacher ☒ Transcript is attached to this verification
Qualifying Courses (repeat for each qualifying course)	Course Department: Child Development Course Name: __Child Development 1____ Course Subject: **X** Childhood Development □ Early Childhood Education Units Course Units: ____3 units_____ □ Semester Units **X** Quarter Units Course Grade: __B____ (Must be a passing grade) □ Documentation of course content is attached to this verification (if course content is not evident from transcript)
	Course Department: Child Development Course Name: __Child Development 2__ Course Subject: **X** Childhood Development □ Early Childhood Education Units

	Course Units: ____3 units_____ □ Semester Units **X** Quarter Units Course Grade: _A_____ (Must be a passing grade) □ Documentation of course content is attached to this verification (if course content is not evident from transcript)
Unit Total	6 units

Unit Total (all units and all educational institutions)	18 units

Units must add up to 24 semester units or 36 quarter units (unless a different conversion is appropriate based on the credit standards of the granting educational institution, and conversion documentation is attached to this verification.)

Qualification Under Education Code Section 48000(g)(4)(B)

Qualification based on Professional Experience

[x] (Check if applicable)

[The below table should be duplicated for each employer that provided work experience for purposes of qualification under Section 48000(g)(4)(B).]

Name of Employer:	**Voices Mount Pleasant**
Employer Address:	14271 Story Road, San Jose CA 95127
Role:	☒ Lead teacher □ Co-teacher
Dates of Employment:	6/2019 through Current
Age(s) of prekindergarten students taught in a classroom setting (check all that apply)	□ 3-year-olds (approx. number: _____) ☒ 4-year-olds (approx. number: _____)
Weekly schedule/hours applicable of experience working with prekindergarten students:	**TK students - 6 hours daily, 30 hours weekly**
Weekly hours of preparation for working with prekindergarten students:	**5-10 hours weekly (includes intellectual preparation, data review, time before or after school and training)**
Verification of services and dates of employment working with prekindergarten students	☒ Reviewed resume/CV (attach resume/CV to this verification) Verified prior employment via □ telephone Date: _____ Name: _____

	□ written communication (attach to this verification) □ other: _____
Verification of comparability of 24 semester units of experience (1,152 classroom hours)	☒ One academic year of full-time experience or more □ Other: _____
Evidence of competency working with preschool age children (check all that apply)	☒ Performance reviews (include in personnel file) □ Letters or statements of reference (include in personnel file) ☒ Observations (include in personnel file) □ Lesson plan reviews (include in personnel file) □ Familiarity with California Preschool Learning Foundations (include in personnel file) □ Interviews with the teacher to assess their familiarity with early childhood education and child development principles and best practices (include in personnel file) Describe/summarize evidence of competency: Ms. Samano-Ruiz also holds a credential that is authorized to teach "Core classes in grades 12 and below, including preschool…" that was transferred over from her work in Mexico and which is posted on the CTC website Based on provided hours, Ms. Samano has over 600 hours working experience with 4 year olds from this school. Ms. Samano includes developmentally appropriate strategies to engage 100% students such as movement breaks, songs, positive redirections, stickers, rug time, clear objectives, learning stations/centers, shared and guided reading, strong classroom systems/routines, repetition, clear expectations, data-tracking.

Name of Employer:	**Hearts and Hands Christian Childcare and Preschool**
Employer Address:	1353 San Jose, CA 95126 W. Hedding St.
Role:	☒ Lead teacher □ Co-teacher
Dates of Employment:	5/2018 through 6/2019
Age(s) of prekindergarten students (check all that apply)	□ 3-year-olds (approx. number: _varied during circle time/partnered with another teacher for this)

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	☒ 4-year-olds (approx. number:12 students)
Weekly schedule/hours applicable of experience working with prekindergarten students:	**40 hours per week**
Weekly hours of preparation for working with prekindergarten students:	**3 hours prep time**
Verification of services and dates of employment working with prekindergarten students	☒ Reviewed resume/CV (attach resume/CV to this verification) Verified prior employment via ☒ telephone Date: __2.27.23 and 2.28.23_____ Name: __Irene_____ □ written communication (attach to this verification) ☒ other: _attempted to contact twice; mailbox was full___
Verification of comparability of 24 semester units of experience (1,152 classroom hours)	☒ One academic year of full-time experience or more □ Other: _____
Evidence of competency working with preschool age children (check all that apply)	□ Performance reviews (include in personnel file) □ Letters or statements of reference (include in personnel file) □ Observations (include in personnel file) □ Lesson plan reviews (include in personnel file) □ Familiarity with California Preschool Learning Foundations (include in personnel file) □ Interviews with the teacher to assess their familiarity with early childhood education and child development principles and best practices (include in personnel file) Describe/summarize evidence of competency: _____ Based on provided hours, Ms. Samano has over 800 hours working experience with 3 or 4 year olds from this school._

Ms. Mayra Samano Ruizhas over 1400 hours working with children 3 or 4 years old in the past two years in addition to 18 units of child development at accredited higher education institutions.

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If teacher has fewer than 1,152 hours of classroom experience with 3 and/or 4 year olds, the hours requirement may be reduced by 48 hours for each semester credit hour of college coursework in early childhood education or childhood development. Complete the table below to account for any applicable coursework.

Name of Educational Institution	
Institution Type (must check one)	□ University of California □ California State University □ California Community Colleges □ Independent institutions of higher education □ nonpublic higher education institution that grants undergraduate degrees, graduate degrees, or both □ formed as a California nonprofit corporations in this state □ accredited by an agency recognized by the United States Department of Education. Specify
Transcript Review (must check)	□ Completed review of an official transcript issued to the above teacher □ Transcript is attached to this verification
Qualifying Courses (repeat for each qualifying course)	Course Department: Course Name: _____ Course Subject: □ Childhood Development □ Early Childhood Education Units Course Units: _____ □ Semester Units □ Quarter Units Course Grade: _____ (Must be a passing grade) □ Documentation of course content is attached to this verification (if course content is not evident from transcript)
Unit Total	

Qualification Under Education Code Section 48000(g)(4)(C)

Qualification based on a child development teacher permit, or an early childhood education specialist credential

[ ] (Check if applicable)

Teacher possesses a qualifying document (check one):	□ child development teacher permit (copy attached)

Board Policy #: 001
Adopted/Ratified: 03/02/2023
Revision Date:

	□ early childhood education specialist credential (copy attached)
Date issued:	
Expiration date:	

Verification of Chief Academic Officer
(Check statement as applicable)

[ ] **Qualification Under Education Code Section 48000(g)(4)(A):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] has completed at least 24 units in early childhood education, or childhood development, or both.

[X] **Qualification Under Education Code Section 48000(g)(4)(B):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [Mayra Samano Ruiz] has attained professional experience in a classroom setting with preschool age children that is comparable to 24 units of early childhood education, or childhood development, or both. I recommend that the Board adopt a resolution finding the same.

[ ] **Qualification Under Education Code Section 48000(g)(4)(C):** I hereby certify that based on my review of the information and documentation described above and pursuant to the Policy, [teacher name] possesses a valid child development teacher permit or an early childhood education specialist credential.

Signed: Elizabeth Aguilar Date: 3/1/23
Chief Academic Officer

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