Voices College-Bound Language Academies

Board Meeting

Date and Time

Wed Mar 13, 2024 at 3:00 PM PDT

Location

6840 Via Del Oro #160 San Jose, CA 95119
715 Hellyer Ave., San Jose, CA 95111
14271 Story Rd., San Jose, CA 95127
201 28th St., Richmond, CA 94804
321 E. Weber St., Stockton, CA 95202
17740 Peak Ave., Morgan Hill, CA 95037
5168 Summerhill Dr., Oceanside, CA 92057

Instructions For Presentations To The Board By Parents and Citizens
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Agenda

		Purpose	Presenter
I.	**Opening Items**		
	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)		

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Non-agenda items: No individual presentation shall be more than 3 minutes and the total time for this purpose shall not exceed 15 minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the board may give direction to staff following a presentation.

II.	**School Presentation - VCBLA Flagship**		
III.	**Consent Agenda**		
A.	Approve Minutes	Approve Minutes	
	Approve minutes for Special Board Meeting on January 22, 2024		
B.	Approve Minutes	Approve Minutes	
	Approve minutes for Special Board Meeting on December 26, 2023		
C.	Approve Minutes	Approve Minutes	
	Approve minutes for Board Meeting on December 7, 2023		
D.	Approve Auditor Selection	Vote	Aldo Ramirez
E.	Approve SARC for Voices Flagship, Mt. Pleasant, Morgan Hill, West Contra Costa, and Stockton	Vote	
F.	Approve J-13 A for Voices Stockton, Morgan Hill, and Flagship	Vote	

Purpose Presenter

The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A is used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

• When one or more schools were closed because of conditions described in Education Code (EC) Section 41422.

• When one or more schools were kept open but experienced a material decrease in attendance pursuant to EC Section 46392 and California Code of Regulations (CCR), Title 5, Section 428.

• When attendance records have been lost or destroyed as described in EC Section 46391.

The California Department of Education's (CDE) approval of the J-13A, combined with other attendance records, serves to document the local educational agency's (LEA) compliance with instructional time laws and provide authority to maintain a school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA's Local Control Funding Formula (LCFF) funding.

On 02/5/2024, Voices Stockon, Morgan Hill, and Flagship canceled school due to a severe storm that took out electrical power and created hazardous conditions to and at schools. Other surrounding districts also closed schools. The LEA governing board must approve the request prior to submission

G. Approval of J13 A for Voices Mount Pleasant Vote

The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A is used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

• When one or more schools were closed because of conditions described in Education Code (EC) Section 41422.

• When one or more schools were kept open but experienced a material decrease in attendance pursuant to EC Section 46392 and California Code of Regulations (CCR), Title 5, Section 428.

• When attendance records have been lost or destroyed as described in EC Section 46391.

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Purpose Presenter

On 02/5/2024 and through 02/7/2024, Voices Mount Pleasant canceled school due to a severe storm that took out electrical power and created hazardous conditions to and at schools. Other surrounding districts also closed schools during this time frame. On 02/8/2024, Voices Mount Pleasant opened school without electricity to support families in need. Attendance was significantly impacted by the lack of electricity. The LEA governing board must approve the request prior to submission.

H. Approve J13 A for Voices Stockton Vote

The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A is used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

• When one or more schools were closed because of conditions described in Education Code (EC) Section 41422.

• When one or more schools were kept open but experienced a material decrease in attendance pursuant to EC Section 46392 and California Code of Regulations (CCR), Title 5, Section 428.

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On 02/28/2024, Voices Stockon had to initiate a lockdown due to a police standoff with a dangerous subject near the school. The lockdown started approximately 30 minutes before the start of school, which meant most families could not drop their children off for safety reasons. The lockdown lasted for approximately 6 hours, and many families could not make arrangements for their children to attend school for the last portion of the day, significantly impacting daily attendance. The LEA governing board must approve the request prior to submission.

I. Approve Grants Vote

Charter School Growth Fund
Silicon Schools

J. Approve Contracts

ANET
Leading Elephants

	Purpose	Presenter

Pacific Clinics
CLA 401K Audit
Boys and Girls Club
Faces

K. Compensation Schedules

- Principals - Increase maximum compensation
- Teachers - Adjust schedule to comply with California minimum wage laws and add additional steps to the top of the schedule
- Associate Teachers - Clearify Considerations for Placement and Advancement

IV. Board Business

A.	Approve the 2024-2025 Academic Calendars	Vote	
B.	Committee Updates	FYI	
C.	Approve 23-24 Second Interim Financials for Voices FS, WCC, ST, MH, MP	Vote	

V. Closed Session

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

B. Conference with Real Property Negotiators (Gov. Code § 54956.8)

VI. Reconvene Open Session

Report on action taken in closed session

VII. Closing Items

A.	Adjourn Meeting	Vote	Servando Sandoval

Coversheet

Approve Minutes

Section: III. Consent Agenda
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on January 22, 2024

APPROVED

Voices College-Bound Language Academies

Minutes

Special Board Meeting

Date and Time
Monday January 22, 2024 at 9:45 AM

Location
6840 Via Del Oro #160 San Jose, CA 95119
715 Hellyer Ave., San Jose, Ca 95111
14271 Story Rd., San Jose, Ca 95127
201 28th St., Richmond CA 94804
321 E. Weber St., Stockton, CA95202
1365 Locust St., Denver, CO 80220
2803 S. Norton Ave, LA, CA, 90018
225 W Santa Clara Street, Suite 1500, San Jose, CA 95113
40 Henderson PA, Palo Alto, CA 94306
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Directors Present
A. Miller, D. Koren, I. Connell (remote), K. Wisckol, P. Carreño (remote), S. Sandoval

Directors Absent
J. Nguyen

Guests Present
A. Ramirez

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

S. Sandoval called a meeting of the board of directors of Voices College-Bound Language Academies to order on Monday Jan 22, 2024 at 9:51 AM.

C. Approve Order of Agenda

K. Wisckol made a motion to approve the order of the agenda.
A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

A. Miller	Aye
I. Connell	Aye
D. Koren	Aye
K. Wisckol	Aye
P. Carreño	Aye
J. Nguyen	Absent
S. Sandoval	Aye

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

II. Board Business: Discussion/Action Items

A. Accept the 2022-23 Audit Report

D. Koren made a motion to approve the 2022-2023 Annual Audit with the two recommended edits.
I. Connell seconded the motion.

The audit committee recommended the Board approve the annual audit with two edits:
1. Adjust the information on the renewal of each of the five schools by adding the calendar year extension granted through SB 114 to the date listed
2. Update the Board roles and terms to the most current information.

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

Roll Call

P. Carreño	Aye
J. Nguyen	Absent
A. Miller	Aye
D. Koren	Aye
I. Connell	Aye
K. Wisckol	Aye
S. Sandoval	Aye

III. Closing Items

A. Adjourn Meeting

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

Roll Call

D. Koren	Aye
S. Sandoval	Aye
P. Carreño	Aye
K. Wisckol	Aye
A. Miller	Aye
J. Nguyen	Absent
I. Connell	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:30 AM.

Respectfully Submitted,
S. Sandoval

Coversheet

Approve Minutes

Section: III. Consent Agenda
Item: B. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on December 26, 2023

APPROVED

Voices College-Bound Language Academies

Minutes

Special Board Meeting

Date and Time
Tuesday December 26, 2023 at 10:00 AM

Location
6840 Via Del Oro #160 San Jose, CA 95119
715 Hellyer Ave., San Jose, Ca 95111
14271 Story Rd., San Jose, Ca 95127
201 28th St., Richmond CA 94804
321 E. Weber St., Stockton CA95202
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Directors Present
A. Miller, D. Koren, I. Connell (remote), J. Nguyen (remote), K. Wisckol, P. Carreño (remote), S. Sandoval

Directors Absent
None

Guests Present
A. Ramirez (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

S. Sandoval called a meeting of the board of directors of Voices College-Bound Language Academies to order on Tuesday Dec 26, 2023 at 10:07 AM.

C. Approve Order of Agenda

A. Miller made a motion to approve the order of the agenda.
P. Carreño seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

I. Connell	Aye
J. Nguyen	Aye
P. Carreño	Aye
S. Sandoval	Aye
A. Miller	Aye
D. Koren	Aye
K. Wisckol	Absent

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

No comments were entered.

II. Board Business: Discussion/Action Items

A.

Resolution Requesting Extension for Annual Audit 2022-2023

I. Connell made a motion to to approve the resolution to request an extension of the Annual Audit 2022-2023.
A. Miller seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Nguyen	Aye
A. Miller	Aye
S. Sandoval	Aye
K. Wisckol	Absent
I. Connell	Aye
P. Carreño	Aye
D. Koren	Aye

III. Closing Items

A. Adjourn Meeting

D. Koren made a motion to adjourn the meeting.
A. Miller seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Koren	Aye
P. Carreño	Aye
I. Connell	Aye
A. Miller	Aye
K. Wisckol	Absent
S. Sandoval	Aye
J. Nguyen	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:00 AM.

Respectfully Submitted,
S. Sandoval

Coversheet

Approve Minutes

Section: III. Consent Agenda
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on December 7, 2023

APPROVED

Voices College-Bound Language Academies

Minutes

Board Meeting

Date and Time
Thursday December 7, 2023 at 3:00 PM

Location
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Directors Present
A. Miller, D. Koren, I. Connell, J. Nguyen, K. Wisckol, P. Carreño

Directors Absent
S. Sandoval

Guests Present
A. Ramirez

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

K. Wisckol called a meeting of the board of directors of Voices College-Bound Language Academies to order on Thursday Dec 7, 2023 at 3:28 PM.

C. Approve Order of Agenda

D. Koren made a motion to Approve new Agenda.
P. Carreño seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Sandoval	Absent
K. Wisckol	Aye
P. Carreño	Aye
A. Miller	Aye
D. Koren	Aye
I. Connell	Aye
J. Nguyen	Aye

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

II. Board Business: Consent Items

A. Approve Minutes

P. Carreño made a motion to approve the minutes from Board Meeting on 10-12-23.
J. Nguyen seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Sandoval	Absent
K. Wisckol	Aye
D. Koren	Aye
A. Miller	Aye
I. Connell	Aye
P. Carreño	Aye
J. Nguyen	Aye

B. Approve Overnight Field Trips at Walden West for WCC, MP, MH, and FS

P. Carreño made a motion to Approve.
J. Nguyen seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

I. Connell	Aye
J. Nguyen	Aye
D. Koren	Aye
A. Miller	Aye
S. Sandoval	Absent
K. Wisckol	Aye
P. Carreño	Aye

III. Board Business: Discussion/Action Items

A. Committee Updates

B. Morgan Hill Construction Update

C. Presentation of the 2023-24 Local Control and Accountability Plan (LCAP) Mid-Year Update for Voices Mount Pleasant School including update for metrics identified in the current LCAP, Budget Overview for Parents, and mid-year expenditure and implementation data on all actions identified in the LCAP

D. Presentation of the 2023-24 Local Control and Accountability Plan (LCAP) Mid-Year Update for Voices Morgan Hill School including update for metrics identified in the current LCAP, Budget Overview for Parents, and mid-year expenditure and implementation data on all actions identified in the LCAP

E. Presentation of the 2023-24 Local Control and Accountability Plan (LCAP) Mid-Year Update for Voices Flagship School including update for metrics identified in the current LCAP, Budget Overview for Parents, and mid-year expenditure and implementation data on all actions identified in the LCAP

F.

Presentation of the 2023-24 Local Control and Accountability Plan (LCAP) Mid-Year Update for Voices Stockton School including update for metrics identified in the current LCAP, Budget Overview for Parents, and mid-year expenditure and implementation data on all actions identified in the LCAP

G. Presentation of the 2023-24 Local Control and Accountability Plan (LCAP) Mid-Year Update for Voices West Contra Costa School including update for metrics identified in the current LCAP, Budget Overview for Parents, and mid-year expenditure and implementation data on all actions identified in the LCAP

H. Approve 23-24 First Interim Financials for Voices FS, WCC, ST, MH, MP

P. Carreño made a motion to Approve.
D. Koren seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

I. Connell	Aye
J. Nguyen	Aye
P. Carreño	Aye
A. Miller	Aye
D. Koren	Aye
S. Sandoval	Absent
K. Wisckol	Aye

I. Approve Amendment to the Voices Academies Employee Handbook for 23-24

A. Miller made a motion to approve to align handbook with new legislation.
P. Carreño seconded the motion.
The board requested Aldo seek legal review of language. The board is requesting more information and scenarios as well as clarity on process.

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

Roll Call

P. Carreño	Aye
D. Koren	Aye
A. Miller	Aye
I. Connell	Aye
J. Nguyen	Aye
S. Sandoval	Absent
K. Wisckol	Aye

J. Panorama Surveys

K. Development Update

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:00 PM.

Respectfully Submitted,
J. Nguyen
J. Nguyen made a motion to Adjourn Meeting.
P. Carreño seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Sandoval	Absent
P. Carreño	Aye
K. Wisckol	Aye
J. Nguyen	Aye
A. Miller	Aye
I. Connell	Aye
D. Koren	Aye

Coversheet

Approve Auditor Selection

Section: III. Consent Agenda
Item: D. 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

January 19, 2024

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, 2024.

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 third 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”) as of and for the year ended June 30, 2024.

The statement of financial position as of June 30, 2024, 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 Instructional Time

Schedule of Average Daily Attendance

Reconciliation of Annual Financial Report With Audited Financial Statements

Schedule of Expenditures of Federal Awards

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; 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); and the 2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel (State Audit Guide). 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.

The state compliance 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 State Audit Guide.

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.

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*, the Uniform Guidance, and the State Audit Guide.

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:

• Management Override of 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*, the Uniform Guidance, and the State Audit Guide. 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*, the Uniform Guidance, and the State Audit Guide.

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) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the State Audit Guide;; 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 outlined in the table below:

Service	Fee
Financial Statement Audit (This includes one federal program. Additional programs will be set at $7,000).	$28,000
Implementation of the New Risk Auditing Standards which includes an increase in information technology testing	$2,000
Informational tax returns	$3,500
LLC Tax Services	$1,750
Data Collection Form	$1,100
Technology and client support fee	$1,817
Total	$38,167

We will also bill for expenses including travel, internal and administrative charges, and a technology and client support fee of five (5%) of all professional fees billed. Our fee 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. There is a ten percent withholding clause per Education Code 14505.

Professional fees will be billed as follows:

Progress bill to be mailed on	Amount to be billed
Upon execution of the SOW	One-third of our professional fees
Upon the commencement of substantive procedures	One-third of our professional fees
Issuance of draft report(s)	One-third of our professional fees

Unexpected circumstances
We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate. Additional state compliance procedures as required in the 2023-2024 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.

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
SIGNED 2/16/2024, 8:56:18 PM PST

Client
Voices College-Bound Language Academies

Aldo Ramirez, CEO
SIGNED 3/3/2024, 6:10:52 AM PST

Coversheet

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

Section: III. Consent Agenda
Item: E. Approve SARC for Voices Flagship, Mt. Pleasant, Morgan Hill, West Contra Costa, and Stockton
Purpose: Vote
Submitted by:
Related Material: Voices ST 22-23 SARC English.pdf
Voices ST 22-23 SARC Español.pdf
Voices FM 22-23 SARC English.pdf
Voices WCC 22-23 SARC English.pdf
Voices MP 22-23 SARC Español.pdf
Voices WCC 22-23 SARC Español.pdf
Voices MH 22-23 SARC English.pdf
Voices FM 22-23 SARC Español.pdf
Voices MP 22-23 SARC English.pdf
Voices MH 22-23 Español.pdf

Voices College Bound Language Academy at Stockton

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	321 East Weber Ave. Stockton, CA , 95202-2707	**Principal:**	Salvador Padilla
Phone:	209 942-1160	**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 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

Salvador Padilla

Principal, Voices College Bound Language Academy at Stockton

About Our School

I am delighted to extend my warmest greetings to our dedicated students, esteemed faculty, supportive parents, and the entire Stockton community. As we embrace the new academic year, I am eager to share our collective vision for fostering a robust school culture and elevating academic rigor.

Our primary focus is on cultivating a positive and inclusive school culture that nurtures the growth, well-being, and success of every individual within our community. We believe that a thriving school culture is the cornerstone of a fulfilling educational experience. Through open communication, mutual respect, and a shared commitment to excellence, we aim to create an environment where each student feels valued, supported, and motivated to reach their fullest potential.

In tandem with building a strong school culture, we are dedicated to enhancing academic rigor. We recognize the importance of providing a challenging yet supportive academic environment that encourages critical thinking, creativity, and a passion for learning. Our curriculum is designed to inspire intellectual curiosity, instill a love for lifelong learning, and prepare our students for the opportunities and challenges that lie ahead.

To achieve these goals, we collaborate with our exceptional faculty, leverage innovative teaching methods, and foster a spirit of collaboration. Additionally, we actively involve parents and the broader community in our initiatives, recognizing the integral role they play in the holistic development of our students.

As we embark on this exciting journey, I invite each member of Voices Stockton community to actively participate and contribute to the realization of our shared vision. Together, let us create an educational environment that not only meets the highest standards of academic excellence but also instills values, resilience, and a sense of community.

I am confident that, with our collective efforts, we will make this academic year a memorable and transformative experience for everyone involved. Here's to a year filled with growth, achievement, and the continued success of Voices Stockton.

Contact

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

Stockton, CA 95202-2707

Phone: 209 942-1160
Email: spadilla@voicescharterschool.com

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Stockton Unified
Phone Number	(209) 933-7070
Superintendent	Rodriguez, Michelle
Email Address	mlrodriguez@stocktonusd.net
Website	www.stocktonusd.net

School Contact Information (School Year 2023–24)

School Name	Voices College Bound Language Academy at Stockton
Street	321 East Weber Ave.
City, State, Zip	Stockton, CA , 95202-2707
Phone Number	209 942-1160
Principal	Salvador Padilla
Email Address	spadilla@voicescharterschool.com
Website	www.voicesacademies.org
County-District-School (CDS) Code	39686760139907

Last updated: 1/29/24

School Description and Mission Statement (School Year 2023–24)

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 TK, K and 1, and will continue to increase a grade each school year until reaching our full capacity

to increase a grade each school year until reaching our full capacity of grade eight. For the 2023-24 school year, we have Tk - 4th grade classes on site.

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.

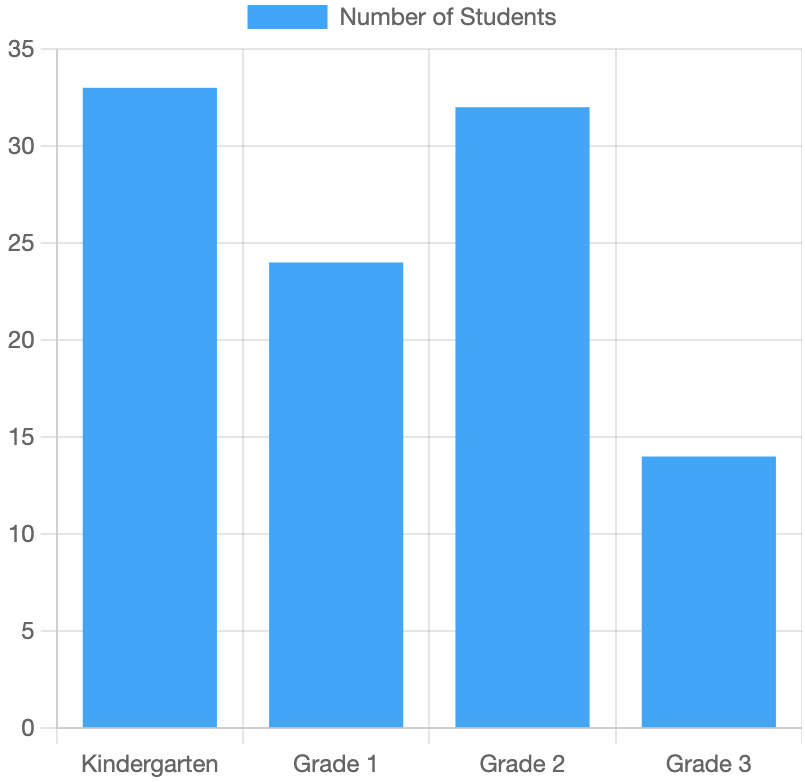
With the guidance of teachers who are dedicated to being active participants in a professional caring community driven by student learning and parents who work in partnership with the school, students will have a lifelong intrinsic desire to learn and a sense of

social responsibility to make their community better for those that come after them.

Last updated: 1/29/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	33
Grade 1	24
Grade 2	32
Grade 3	14
Total Enrollment	103



Last updated: 1/30/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	42.70%
Male	57.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	32.00%
Foster Youth	1.00%

Non-Binary	0.00%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	3.90%
Filipino	0.00%
Hispanic or Latino	93.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.00%
White	1.00%

Homeless	0.00%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disavantaged	69.90%
Students with Disabilities	9.70%

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/Incomplete/NA	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: 1/29/24

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)	1.00	25.00%	961.90	55.99%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	92.90	5.41%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	75.00%	74.00	4.31%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	31.20	1.82%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	557.70	32.47%	15831.90	5.67%
Total Teaching Positions	4.00	100.00%	1717.90	100.00%	279044.80	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: 1/29/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	2.00	2.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	3.00

Last updated: 11/2/23

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

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%	16.6%
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%	0%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education Estrellitas August 2020	Yes	0
Mathematics	Eureka Math	Yes	0
Science	Integrated in EL Education Units	Yes	0
History-Social Science	Integrated in EL Education Units	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: 1/30/24

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 the Williams Review. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded to

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: 1/30/24

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: August 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Carpet stained, carpet ripped, floor bubbled, floor tile chipped, baseboard missing. Maintenance is in the process of addressing identified facility deficiencies.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2023

Overall Rating	Good

Last updated: 1/30/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)		14%		27%		46%
Mathematics (grades 3-8 and 11)		21%		16%		34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/10/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	14	100.00%	0.00%	14.29%
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	11	11	100.00%	0.00%	9.09%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/10/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	14	100.00%	0.00%	21.43%
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--

English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	11	11	100.00%	0.00%	18.18%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/10/24

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

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 2023–24)

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

Two levels of parent involvement are available to parents/guardians:

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 (Back to School Night, Parent/Guardian workshops, Cafecitos etc.), Parent Committees (ELAC and Parent Leadership Team, etc.) and participation in the Network-wide Family-School Relationships Survey, conducted twice a year (Fall and Spring) to gather feedback and identify strengths and areas of needed growth, in order to plan accordingly.

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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	106	105	53	50.5%
Female	44	44	22	50.0%
Male	62	61	31	50.8%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	1	1	1	100.0%
Black or African American	4	4	3	75.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	99	98	48	49.0%
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	37	37	19	51.4%
Foster Youth	1	1	1	100.0%
Homeless	0	0	0	0.0%

Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	78	77	40	51.9%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	12	12	5	41.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	0.00%	0.02%	4.82%	6.02%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.05%	0.05%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	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	0.00%	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	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/10/24

School Safety Plan (School Year 2023–24)

Voices College Bound Language Academy at Stockton shares a comprehensive safety plan to ensure the safety of all students and staff. The 2023-2024 Safety Plan, approved by the Board in August 2023, provides a detailed description of processes for on campus safety. School leaders review the safety protocols with all staff at the beginning of the school year. Once a month safety drills are conducted by school leaders and feedback is provided to staff.

Last updated: 1/30/24

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	1	1	0
1	24.00	0	1	0
2	16.00	1	1	0
3	14.00	1	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

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

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

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	103

* 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: 1/30/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
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: 1/30/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$27529.00	$9948.00	$17581.00	$72611.00
District	N/A	N/A	--	$82101.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/29/24

Types of Services Funded (Fiscal Year 2022–23)

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-4. 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 3-4. 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 - 4 - 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 school-site resources and community resources. The Dean of Culture (DoC) supports student behavior and check-ins for individual students as needed, promotes social emotional learning and utilizes restorative practices with students individually, in small groups and with classrooms, DoC conducts parent/guardian workshops and meetings with parents to promote/encourage student engagement, and addresses absenteeism concerns with families.
- Principal, DoC and Business Manager to support students as needed. This can include student check-ins or building relationships with students to better understand their needs and help teachers provide needed support or to direct students to the Dean of Culture.
- Behaviorists and other contracted staff to support students as needed per IEP
- An office clerk that supports with attendance tracking and attendance engagement
- Associate teachers in grades K-3 to support students academically and

Associate teachers in grades K-3 to support students academically and behaviorally.

Resources/Processes

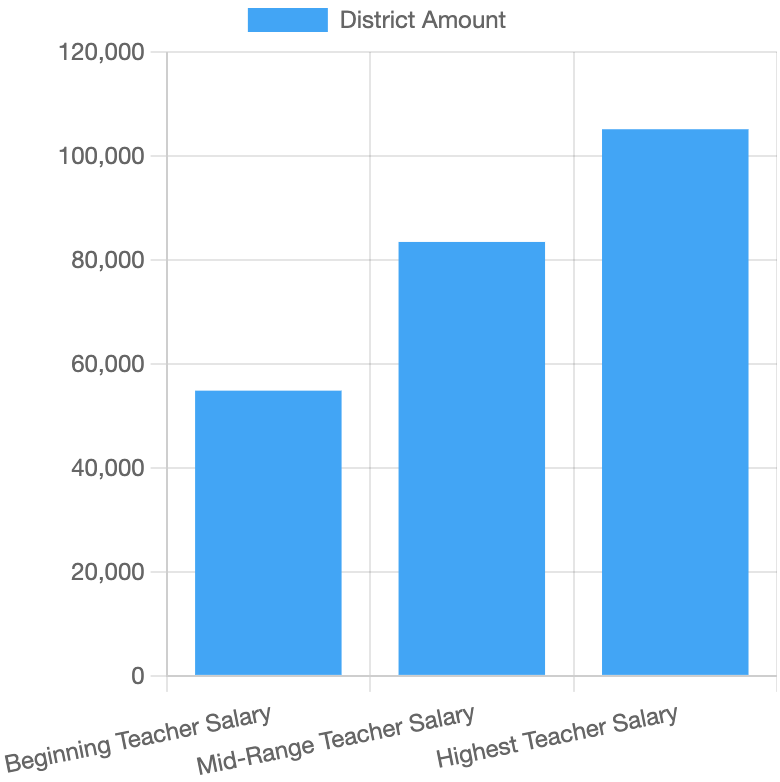
- **Academic**
  - **Tiered Strategies include differentiation within math and literacy blocks, one-on-one and small group time with the teacher or associate teachers, personalized learning platforms, our SST process, our IEP process, positive reinforcement, formal behavior plans, whole-school initiatives 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.**
- **Teacher Supports**
  - **Coaching sessions and professional development sessions with teachers to develop plans for groups of students or individual students. These are done weekly and typically have a monthly theme based on content areas or best practices. Sessions can also integrate data analysis to help teachers create small group and whole group lesson plans.**
  - **Curriculum includes Eureka Math, EL Education for language arts, Systematic ELD for designated ELD. All students have access to curriculum, and Voices Stockton successfully passed its Williams Act review in 2023-24. Teachers also have access to internal resources and additional curriculum around phonemic awareness, guided reading, phonics, sight words and other literacy domains.**
- **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.**

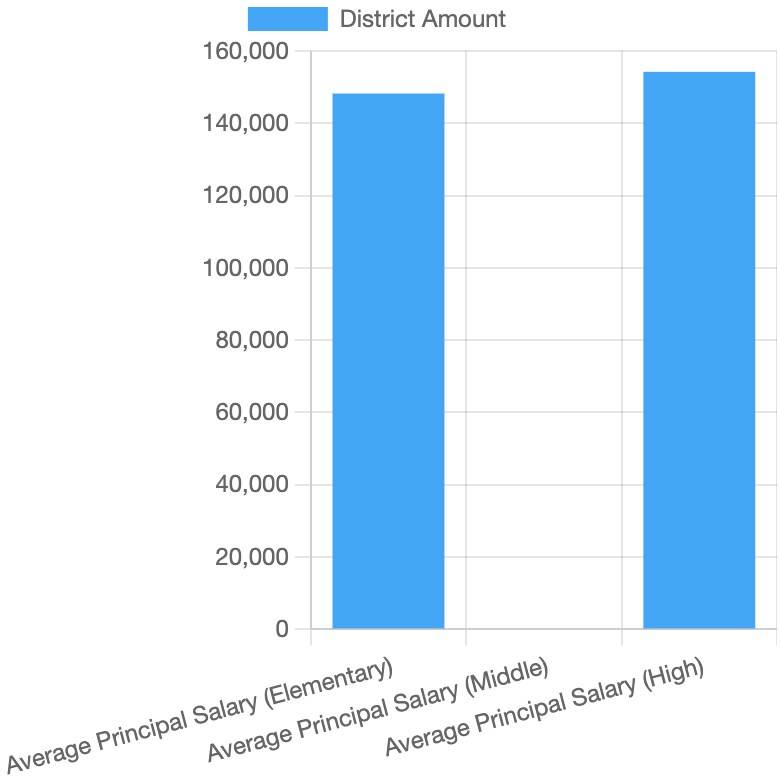
Last updated: 1/29/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$54862.00	$55549.60
Mid-Range Teacher Salary	$83465.00	$80702.84
Highest Teacher Salary	$105145.00	$109417.68
Average Principal Salary (Elementary)	$148228.00	$137703.47
Average Principal Salary (Middle)	$0.00	$143759.63
Average Principal Salary (High)	$154233.00	$159020.77
Superintendent Salary	$285000.00	$319442.91
Percent of Budget for Teacher Salaries	28.04%	30.35%
Percent of Budget for Administrative Salaries	5.22%	4.87%

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





Last updated: 1/10/24

Professional Development

Professional development includes any day that included intellectual planning sessions, data meetings, interim benchmark data analysis days, guided assessment previews, network unit unpacking, traditional school and network professional development sessions. These days do

not include facilitated planning days or teacher planning days.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	135	105	85

Last updated: 1/29/24

Academia de idiomas Voices College Bound en Stockton

Informe de Responsabilidad Escolar 2022-23

Informado utilizando datos del año escolar 2022-23

Departamento de Educación de California

DIRECCIÓN:	321 East Weber Ave. Stockton, CA, 95202-2707	**Principal:**	Salvador Padilla
Teléfono:	209 942-1160	**Rango de grados:**	K-8

Antes del 1 de febrero de cada año, la ley estatal exige 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. Según la Fórmula de Financiamiento de Control Local (LCFF), todas las agencias educativas locales (LEA) deben preparar un Plan de Responsabilidad y Control Local (LCAP), 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 reportados en un LCAP deben ser consistentes con los datos reportados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a informes de años anteriores, 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 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 de rendición de cuentas (por ejemplo, datos de exámenes, inscripción, graduados de la escuela secundaria, abandonos, inscripciones en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Panel escolar de California

El Panel Escolar de California (Dashboard) https://www.caschooldashboard.org/ refleja el nuevo sistema de mejora continua y responsabilidad de California y proporciona información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel contiene informes que muestran el desempeño de las LEA, las escuelas y los 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

Salvador Padilla

Principal, Voices College Bound Language Academy at Stockton

About Our School

I am delighted to extend my warmest greetings to our dedicated students, esteemed faculty, supportive parents, and the entire Stockton community. As we embrace the new academic year, I am eager to share our collective vision for fostering a robust school culture and elevating academic rigor.

Our primary focus is on cultivating a positive and inclusive school culture that nurtures the growth, well-being, and success of every individual within our community. We believe that a thriving school culture is the cornerstone of a fulfilling educational experience. Through open communication, mutual respect, and a shared commitment to excellence, we aim to create an environment where each student feels valued, supported, and motivated to reach their fullest potential.

In tandem with building a strong school culture, we are dedicated to enhancing academic rigor. We recognize the importance of providing a challenging yet supportive academic environment that encourages critical thinking, creativity, and a passion for learning. Our curriculum is designed to inspire intellectual curiosity, instill a love for lifelong learning, and prepare our students for the opportunities and challenges that lie ahead.

To achieve these goals, we collaborate with our exceptional faculty, leverage innovative teaching methods, and foster a spirit of collaboration. Additionally, we actively involve parents and the broader community in our initiatives, recognizing the integral role they play in the holistic development of our students.

As we embark on this exciting journey, I invite each member of Voices Stockton community to actively participate and contribute to the realization of our shared vision. Together, let us create an educational environment that not only meets the highest standards of academic excellence but also instills values, resilience, and a sense of community.

I am confident that, with our collective efforts, we will make this academic year a memorable and transformative experience for everyone involved. Here's to a year filled with growth, achievement, and the continued success of Voices Stockton.

Contact

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

Stockton, CA 95202-2707

Phone: 209 942-1160
Email: spadilla@voicescharterschool.com

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name	Stockton Unified
Phone Number	(209) 933-7070
Superintendent	Rodriguez, Michelle
Email Address	mlrodriguez@stocktonusd.net
Website	www.stocktonusd.net

School Contact Information (School Year 2023–24)

School Name	Voices College Bound Language Academy at Stockton
Street	321 East Weber Ave.
City, State, Zip	Stockton, CA , 95202-2707
Phone Number	209 942-1160
Principal	Salvador Padilla
Email Address	spadilla@voicescharterschool.com
Website	www.voicesacademies.org
County-District-School (CDS) Code	39686760139907

Last updated: 1/29/24

School Description and Mission Statement (School Year 2023–24)

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 TK, K and 1, and will continue to increase a grade each school year until reaching our full capacity

to increase a grade each school year until reaching our full capacity of grade eight. For the 2023-24 school year, we have Tk - 4th grade classes on site.

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.

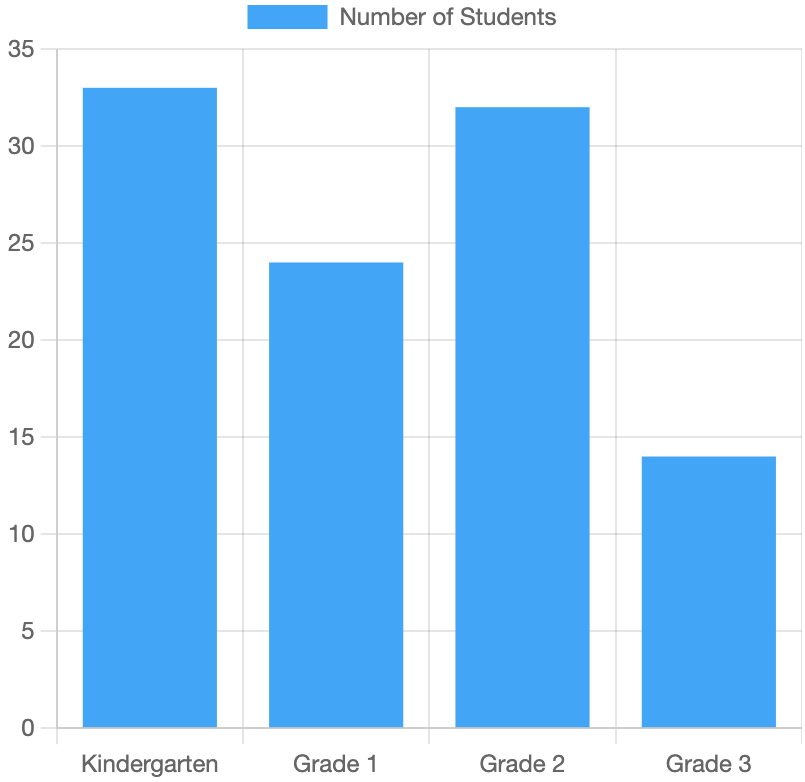
With the guidance of teachers who are dedicated to being active participants in a professional caring community driven by student learning and parents who work in partnership with the school, students will have a lifelong intrinsic desire to learn and a sense of

social responsibility to make their community better for those that come after them.

Last updated: 1/29/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	33
Grade 1	24
Grade 2	32
Grade 3	14
Total Enrollment	103



Last updated: 1/30/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	42.70%
Male	57.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	32.00%
Foster Youth	1.00%

Non-Binary	0.00%

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	3.90%
Filipino	0.00%
Hispanic or Latino	93.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.00%
White	1.00%

Homeless	0.00%

Student Group (Other)	Percent of Total Enrollment
Migrant	0.00%
Socioeconomically Disavantaged	69.90%
Students with Disabilities	9.70%

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/Incomplete/NA	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: 1/29/24

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)	1.00	25.00%	961.90	55.99%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	92.90	5.41%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.00	75.00%	74.00	4.31%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	31.20	1.82%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	557.70	32.47%	15831.90	5.67%
Total Teaching Positions	4.00	100.00%	1717.90	100.00%	279044.80	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: 1/29/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	2.00	2.00
Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	3.00

Last updated: 11/2/23

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

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%	16.6%
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%	0%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education Estrellitas August 2020	Yes	0
Mathematics	Eureka Math	Yes	0
Science	Integrated in EL Education Units	Yes	0
History-Social Science	Integrated in EL Education Units	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: 1/30/24

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 the Williams Review. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded to

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: 1/30/24

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: August 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Carpet stained, carpet ripped, floor bubbled, floor tile chipped, baseboard missing. Maintenance is in the process of addressing identified facility deficiencies.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2023

Overall Rating	Good

Last updated: 1/30/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)		14%		27%		46%
Mathematics (grades 3-8 and 11)		21%		16%		34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/10/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	14	100.00%	0.00%	14.29%
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	11	11	100.00%	0.00%	9.09%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/10/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	14	14	100.00%	0.00%	21.43%
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--

English Learners	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	11	11	100.00%	0.00%	18.18%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/10/24

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

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 2023–24)

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

Two levels of parent involvement are available to parents/guardians:

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 (Back to School Night, Parent/Guardian workshops, Cafecitos etc.), Parent Committees (ELAC and Parent Leadership Team, etc.) and participation in the Network-wide Family-School Relationships Survey, conducted twice a year (Fall and Spring) to gather feedback and identify strengths and areas of needed growth, in order to plan accordingly.

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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	106	105	53	50.5%
Female	44	44	22	50.0%
Male	62	61	31	50.8%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	1	1	1	100.0%
Black or African American	4	4	3	75.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	99	98	48	49.0%
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	37	37	19	51.4%
Foster Youth	1	1	1	100.0%
Homeless	0	0	0	0.0%

Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	78	77	40	51.9%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	12	12	5	41.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.00%	0.00%	0.02%	4.82%	6.02%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.05%	0.05%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/10/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	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	0.00%	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	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/10/24

School Safety Plan (School Year 2023–24)

Voices College Bound Language Academy at Stockton shares a comprehensive safety plan to ensure the safety of all students and staff. The 2023-2024 Safety Plan, approved by the Board in August 2023, provides a detailed description of processes for on campus safety. School leaders review the safety protocols with all staff at the beginning of the school year. Once a month safety drills are conducted by school leaders and feedback is provided to staff.

Last updated: 1/30/24

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	17.00	1	1	0
1	24.00	0	1	0
2	16.00	1	1	0
3	14.00	1	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	0.00	0	0	0
Other**	0.00	0	0	0

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

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

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	103

* 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: 1/30/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
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: 1/30/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$27529.00	$9948.00	$17581.00	$72611.00
District	N/A	N/A	--	$82101.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/29/24

Types of Services Funded (Fiscal Year 2022–23)

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-4. 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 3-4. 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 - 4 - 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 school-site resources and community resources. The Dean of Culture (DoC) supports student behavior and check-ins for individual students as needed, promotes social emotional learning and utilizes restorative practices with students individually, in small groups and with classrooms, DoC conducts parent/guardian workshops and meetings with parents to promote/encourage student engagement, and addresses absenteeism concerns with families.
- Principal, DoC and Business Manager to support students as needed. This can include student check-ins or building relationships with students to better understand their needs and help teachers provide needed support or to direct students to the Dean of Culture.
- Behaviorists and other contracted staff to support students as needed per IEP
- An office clerk that supports with attendance tracking and attendance engagement
- Associate teachers in grades K-3 to support students academically and

Associate teachers in grades K-3 to support students academically and behaviorally.

Resources/Processes

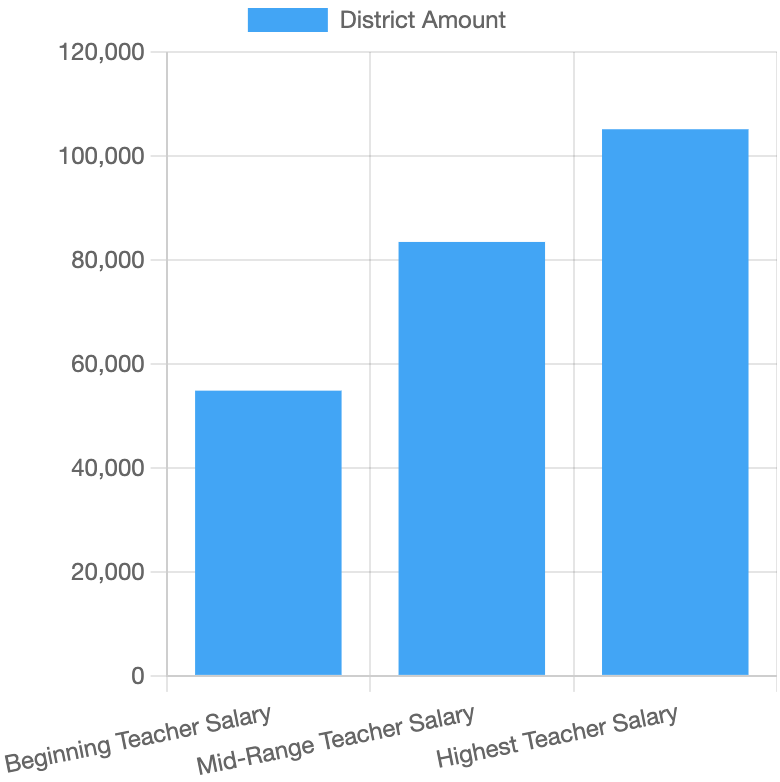
- **Academic**
  - **Tiered Strategies include differentiation within math and literacy blocks, one-on-one and small group time with the teacher or associate teachers, personalized learning platforms, our SST process, our IEP process, positive reinforcement, formal behavior plans, whole-school initiatives 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.**
- **Teacher Supports**
  - **Coaching sessions and professional development sessions with teachers to develop plans for groups of students or individual students. These are done weekly and typically have a monthly theme based on content areas or best practices. Sessions can also integrate data analysis to help teachers create small group and whole group lesson plans.**
  - **Curriculum includes Eureka Math, EL Education for language arts, Systematic ELD for designated ELD. All students have access to curriculum, and Voices Stockton successfully passed its Williams Act review in 2023-24. Teachers also have access to internal resources and additional curriculum around phonemic awareness, guided reading, phonics, sight words and other literacy domains.**
- **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.**

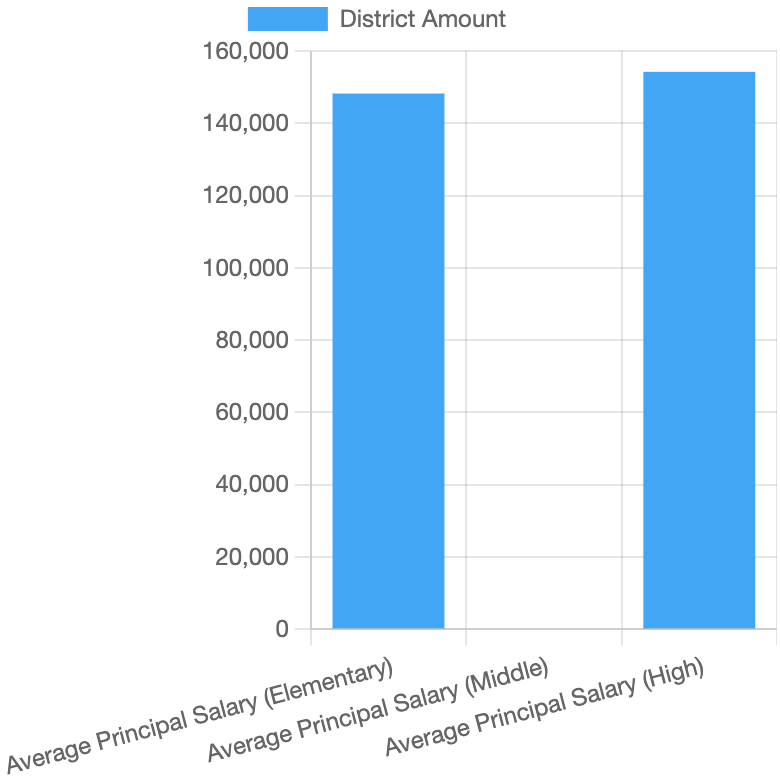
Last updated: 1/29/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$54862.00	$55549.60
Mid-Range Teacher Salary	$83465.00	$80702.84
Highest Teacher Salary	$105145.00	$109417.68
Average Principal Salary (Elementary)	$148228.00	$137703.47
Average Principal Salary (Middle)	$0.00	$143759.63
Average Principal Salary (High)	$154233.00	$159020.77
Superintendent Salary	$285000.00	$319442.91
Percent of Budget for Teacher Salaries	28.04%	30.35%
Percent of Budget for Administrative Salaries	5.22%	4.87%

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





Last updated: 1/10/24

Professional Development

El desarrollo profesional incluye cualquier día que incluya sesiones de planificación intelectual, reuniones de datos, días de análisis de datos de referencia provisionales, vistas previas de evaluaciones guiadas, desembalaje de unidades de red, sesiones de desarrollo profesional de

redes y escuelas tradicionales. Estos días no incluyen días de planificación facilitada ni días de planificación docente.

Medida	2021-22	2022-23	2023-24
Número de días escolares dedicados al desarrollo del personal y la mejora continua	135	105	85

Última actualización: 29/01/24

Voices College-Bound Language Academy

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	715 Hellyer Ave. San Jose, CA , 95111-1584	**Principal:**	Hugo Torres
Phone:	(408) 361-1960	**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 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

Hugo Torres

Principal, Voices College-Bound Language Academy

About Our School

Our goals at Voices College-Bound Language Academy are that all Voices students will be biliterate in English and Spanish, bicultural in their American and Latino cultures, and bilingual in both English and Spanish. To execute these goals successfully, we use multiple levels of data to inform instructional decisions, we meet students where they are and accelerate them towards their goals through daily differentiation, we implement culturally responsive practices, and we provide our teachers with consistent professional development to support their own learning and growth.

This year, our priority is focused on increasing student achievement for our English Language Learners. At Voices Academy, about 45% of our students are English Language Learners. In order for our teachers to feel successful and prepared in our priority, we ensure that our teachers are receiving sufficient planning and preparation time, consistent one-on-one coaching, and professional development centered on supporting English Language Learners.

The Voices Academy Leadership Team consists of 5 key members, which include the principal, dean of culture, business manager, instructional coach, and student services manager. Together, we are committed to serving our students, teachers, staff, parents, and families as we provide a quality education with high expectations and the necessary support needed to succeed. I am confident in the direction we are headed, in the work we are doing, and the changes we are making to better serve our teachers, students, and families.

Contact

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

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

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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

School Contact Information (School Year 2023–24)

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	Hugo Torres
Email Address	htorres@voicescharterschool.com
Website	https://voicesacademies.org/
County-District-School (CDS) Code	43694500113662

Last updated: 1/29/24

School Description and Mission Statement (School Year 2023–24)

Voices: College-Bound Language Academy is a TK (transitional kindergarten) to grade 8 charter school in San Jose serving about 360 students. Our founding site is also known as Voices Flagship, and we continue to push for a strong academic foundation that prepares students for high school and higher education while honoring their cultural heritage and identity through our dual immersion program

Our mission is to prepare all students for the challenges of higher education through the context of an academically rigorous dual-immersion program. In addition, we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their culture, community, and the greater society. Our vision is that all students

graduating from Voices Academy will possess the knowledge, skills, and confidence to succeed in any career path they choose to pursue. As a result, our students will have a sense of social responsibility to make their communities better.

At Voices, we are driven by our mission and vision, and we are guided by our six core values:

Students at the Forefront: Our students are at the core of everything we do, and our students motivate, inspire, and guide us on a daily basis. Every decision is made with their well-being and achievement in mind.

In Lak'ech: This Mayan phrase means, "I am you, you are me." We are a family, and we understand that by showing respect and understanding to others, we are ultimately creating a strong and unified community.

Si Se Puede Attitude: This Spanish phrase means, "Yes, we can!" These Spanish words reflect our people and culture as we aim to never give up and stay positive. This is a reminder that hard work, and positivity are valuable in overcoming all obstacles.

Scholarship: We strive to create life-long learners who value academics and are dedicated to their own education and growth.

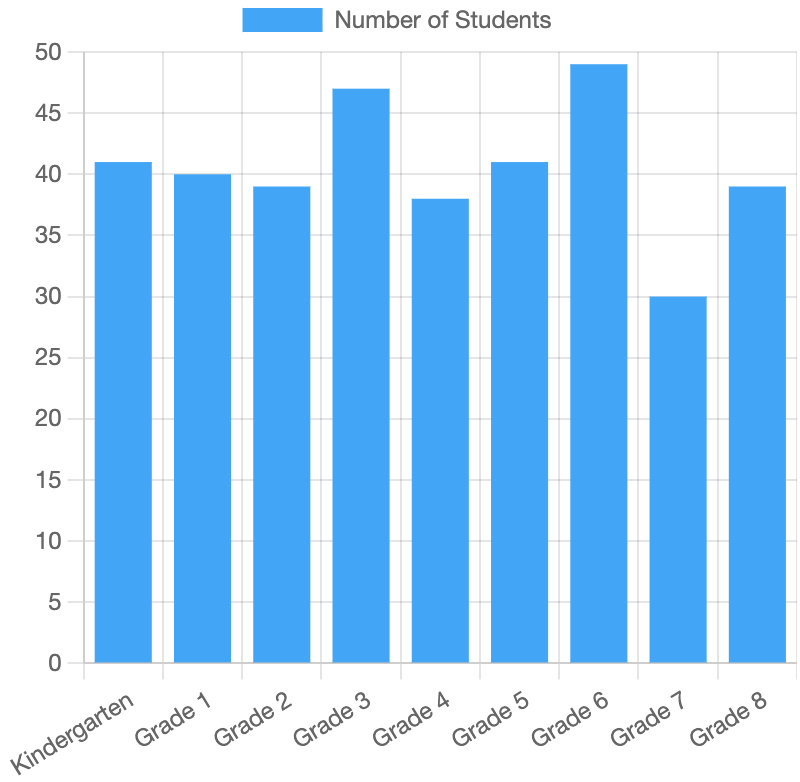
Activism: We also aim for students to be aware of the social justice issues affecting their community and the world. We want to empower our students to use their voice and advocate for the changes they want to see.

Shared Leadership: Everyone, regardless of who they are, has something valuable to offer, share, and contribute to the Voices community. Shared knowledge and accountability allow us all to learn and grow.

Last updated: 1/29/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	41
Grade 1	40
Grade 2	39
Grade 3	47
Grade 4	38
Grade 5	41
Grade 6	49
Grade 7	30
Grade 8	39
Total Enrollment	364



Last updated: 1/22/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	53.30%
Male	46.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.80%
Black or African American	0.00%
Filipino	0.30%
Hispanic or Latino	94.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.80%
White	2.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	44.80%
Foster Youth	0.30%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	48.90%
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)	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/Incomplete/NA	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: 1/22/24

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)	3.00	16.38%	332.80	79.13%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	16.30	3.88%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	11.30	61.79%	38.90	9.26%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	5.46%	5.50	1.33%	11953.10	4.28%
Unknown/Incomplete/NA	2.90	16.32%	26.90	6.40%	15831.90	5.67%
Total Teaching Positions	18.30	100.00%	420.50	100.00%	279044.80	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: 1/22/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	10.90	8.30
Misassignments	0.00	2.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	10.90	11.30

Last updated: 11/2/23

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	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

Last updated: 11/2/23

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%	16.6%
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%	15.6%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

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) 2007 EL Education (2nd - 4th) 2018 Navigator Literature (5th-6th) 2018	Yes	0
Mathematics	Eureka Math 2015 Achievement First Math 2016	Yes	0
Science	Elevate Science by SAVAAS	Yes	0
History-Social Science	Social Studies Alive! by TCI	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: 1/29/24

School Facility Conditions and Planned Improvements

Voices College-Bound Language Academy makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, we utilized our facilities audit report from Williams Facilities report. 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: 1/30/24

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: September 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	A piece of wallpaper is missing.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	One light out. Custodian replaced the light bulb.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	One faucet in the girls restroom is not working. Drinking fountain not working.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2023

Overall Rating	Good

Last updated: 1/30/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	42%	36%	41%	40%	47%	46%
Mathematics (grades 3-8 and 11)	34%	20%	33%	31%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/12/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	241	236	97.93%	2.07%	35.74%
Female	128	125	97.66%	2.34%	42.40%
Male	113	111	98.23%	1.77%	28.18%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	227	222	97.80%	2.20%	33.48%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	109	105	96.33%	3.67%	20.95%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	117	115	98.29%	1.71%	28.70%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	31	30	96.77%	3.23%	10.00%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/11/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	241	239	99.17%	0.83%	20.17%
Female	128	127	99.22%	0.78%	23.02%
Male	113	112	99.12%	0.88%	16.96%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	227	225	99.12%	0.88%	17.78%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	109	108	99.08%	0.92%	9.26%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	117	117	100.00%	0.00%	14.53%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	31	30	96.77%	3.23%	6.67%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/11/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	6.98%	11.25%	22.71%	21.96%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/11/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	80	100.00%	0.00%	11.25%
Female	34	34	100.00%	0.00%	11.76%
Male	46	46	100.00%	0.00%	10.87%
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	75	75	100.00%	0.00%	10.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	38	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	42	42	100.00%	0.00%	7.14%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

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 2022–23)
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	93%	98%	98%	98%	98%
7	97%	86%	86%	86%	86%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/22/24

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 2023–24)

The collaboration between parents/guardians and the school is an essential part of student success. At Voices Academy we are dedicated to not only working with the students, but their families, as well. We have a strong understanding of our community and families, so we recognize that not every parent/guardian is able to be involved for different reasons. Just like we meet the students where they are, we

also like to meet the families where they are, in order for them to feel supported during their child's educational journey.

At the beginning of the school year, we want to make sure we are aligned with the families on our goals and expectations. So, we do require families to willingly commit to fulfill our Parent Agreement, to adhere and support all school policies outlined in our Family Handbook, and ensure that there is clear communication between them and the school regarding the education and well-being of their child.

Throughout the year, we provide different optional opportunities for families to get involved and get to know our team and school community better. Parents/guardians are always welcomed to sit in during their child's class to observe the learning and activities taking place. We also have parents/guardians volunteer to be in the classroom and support teachers with fun celebrations and academic activities. During our enrichment block, there are some parents/guardians who volunteer to support and conduct activities with the students. We also have school sponsored events, such as Back to School Night, Ice Cream Social, Meet the Principal, Halloween Parade, and Field Day. There are also a series of ELAC meetings and Cafecitos (Principal's Coffee), where families are given updates about the school and information about our LCAP goals. This year, parents/guardians have also been heavily involved and supportive of our various fundraising events, joining teachers on field trips, and chaperoning school dances. This year, we had a parent donate money towards purchasing supplies and paying a team to come on-site and paint fun activities on the blacktop, such as a track for the kindergarten tricycles, hopscotch, and four-sqaure.

We are currently in the process of establishing a Parent/Guardian Committee to support additional parent involvement. Every year, we also encourage families to participate in the Family-School Relationships Surveys conducted in Fall and Spring to gather feedback and identify strengths and areas of needed growth, in order to plan accordingly.

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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	381	370	138	37.3%
Female	204	198	75	37.9%
Male	177	172	63	36.6%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	3	3	0	0.0%
Black or African American	0	0	0	0.0%
Filipino	1	1	0	0.0%
Hispanic or Latino	355	349	134	38.4%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	3	3	0	0.0%
White	8	8	2	25.0%
English Learners	186	181	69	38.1%
Foster Youth	1	1	0	0.0%
Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	201	192	73	38.0%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	49	48	15	31.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	3.65%	1.05%	0.00%	1.64%	2.49%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.05%	0.00%
Female	0.98%	0.00%
Male	1.13%	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	0.85%	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	1.08%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.04%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/11/24

School Safety Plan (School Year 2023–24)

Voices College Bound Language Academy shares a comprehensive safety plan to ensure the safety of all students and staff. The 2023-2024 Safety Plan, approved by the Board in August 2023, provides a detailed description of processes for on campus safety. School leaders review the safety protocols at the beginning of the school year as part of teacher and staff training. Once a month a safety drill is conducted by school leaders and feedback is provided to staff.

Last updated: 1/30/24

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	1	0
1	20.00	1	1	0
2	20.00	1	1	0
3	24.00	0	2	0
4	19.00	1	1	0
5	21.00	1	1	0
6	25.00	0	6	0
Other**	0.00	0	0	0

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

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

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	364

* 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: 1/30/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
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: 1/30/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15761.00	$5703.00	$10058.00	$73973.00
District	N/A	N/A	--	$99173.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	$89574.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/30/24

Types of Services Funded (Fiscal Year 2022–23)

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 Support/Assist Students

- Dean of Culture to support teachers, students and families with school-site resources and community resources. The Dean of Culture (DoC) supports student behavior and conducts check-ins for individual students as needed, promotes social emotional learning and utilizes restorative practices with students individually, in small groups and with classrooms, DoC conducts parent/guardian workshops and meet with parents/guardians to promote/encourage student engagement, and address absenteeism concerns with families.
- Principal, Business Manager, Student Services Manager and Instructional 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 provide needed supports or to direct students to the Dean of Culture.
- Behaviorists and other contracted staff to support students as needed per IEP
- A Full-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-4 to support students academically and behaviorally.

- An office clerk that supports with attendance tracking and attendance engagement.

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, 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.**
  - **Professional development sessions focused on lesson internalization, lesson delivery, english learner strategies, data analysis done weekly with all teachers.**
- **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.**

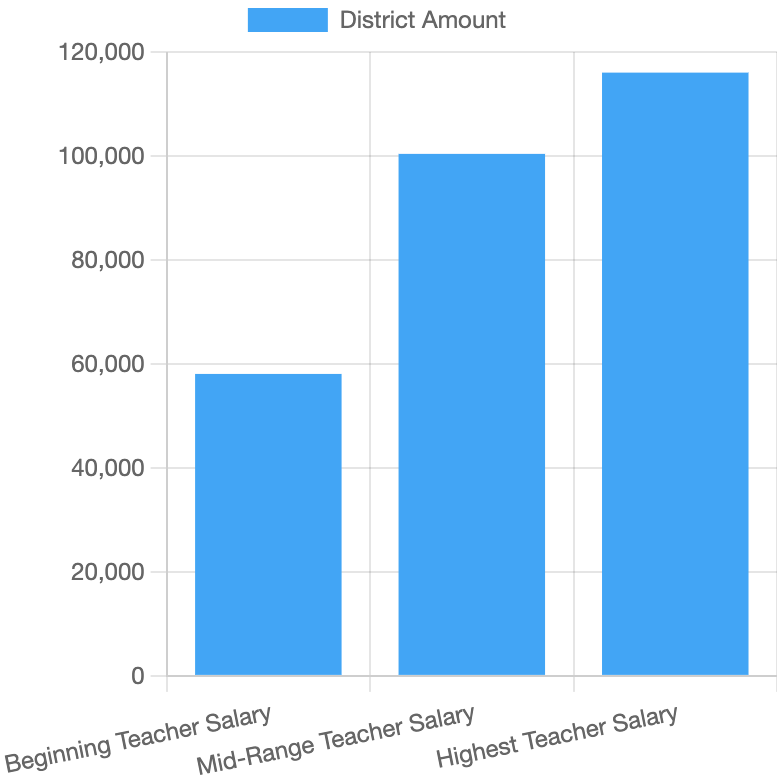
- **The Toolbox Project- This research-based SEL curriculum leverages 12 skills/practices to build coping skills and resiliency w for students to better navigate strong emotions.**

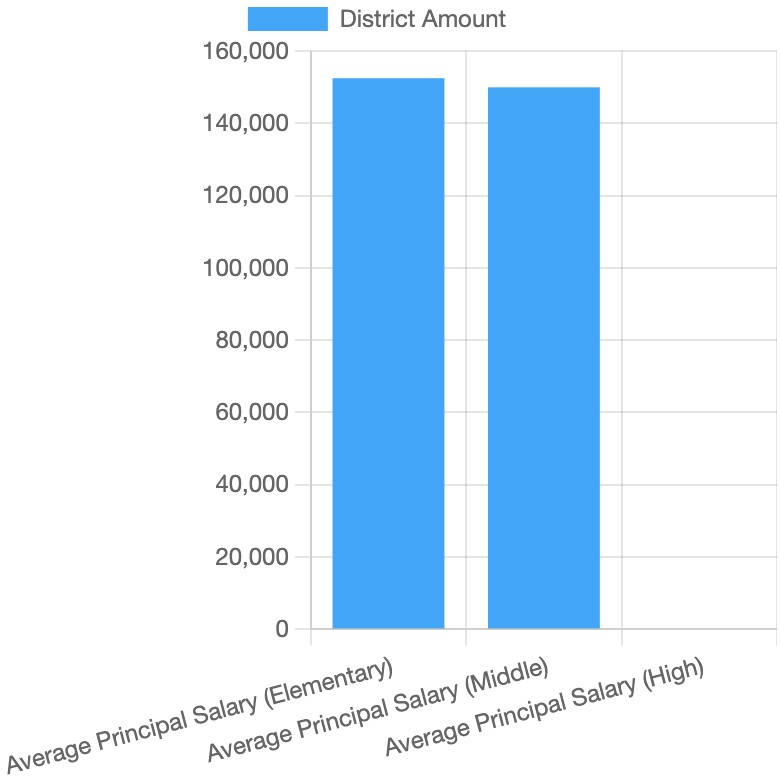
Last updated: 1/29/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$58080.00	$54215.36
Mid-Range Teacher Salary	$100404.00	$86843.27
Highest Teacher Salary	$116035.00	$111440.49
Average Principal Salary (Elementary)	$152465.00	$140851.44
Average Principal Salary (Middle)	$149947.00	$147064.90
Average Principal Salary (High)	$0.00	$142189.00
Superintendent Salary	$254367.00	$252465.94
Percent of Budget for Teacher Salaries	35.00%	33.16%
Percent of Budget for Administrative Salaries	5.83%	5.15%

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





Last updated: 1/11/24

Professional Development

Professional development includes any day that included intellectual planning sessions, data meetings, interim benchmark data analysis days, guided assessment previews, network unit unpacking, traditional school and network professional development sessions. These days do not include facilitated planning days or teacher planning days.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	135	105	107

Last updated: 1/30/24

Voices College-Bound Language Academy at West Contra Costa County

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	201 28th St. Richmond, CA , 94804-2522	**Principal:**	Keri Szymanski
Phone:	510-480-0540	**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 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 embark on the 2023-24 school year and my first full year as principal at Voices West Contra Costa, we aim to create an environment for our students to flourish emotionally, socially, and academically. We strive to provide a rigorous dual-language curriculum that will inspire our students to become lifelong learners and prepare them for the challenges in high school, college and beyond. We provide a safe, joyous place where everyone is known and valued, where we embrace learning, and where we achieve our personal best in all we do. We DREAM. We BELIEVE. We ACHIEVE. We COMMIT. We ENDURE.

Now in our sixth year, Voices West Contra Costa has worked diligently to reset our school culture, provide stability for our students and families, and ensure our mission and vision is at the forefront of everything we do. With the majority of staff returning from the previous year, we are motivated to serve our students and come with love for what we do.

In the 2023-24 school year we continue to 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 pay great attention to the “me work” and how our personal stories, school protocols and character educational beliefs strengthen our “we work.” 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: 510-480-0540
Email: kszymanski@voicescharterschool.com

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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

School Contact Information (School Year 2023–24)

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	510-480-0540
Principal	Keri Szymanski
Email Address	kszymanski@voicescharterschool.com
Website	www.voicesacademies.org
County-District-School (CDS) Code	07617960136903

Last updated: 1/30/24

School Description and Mission Statement (School Year 2023–24)

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 dual-language immersion charter school. Our English and Spanish speaking students begin learning Spanish in an 80:20 Spanish:English model through lower elementary. Throughout their years at Voices, students increase their English language learning yearly, reaching 50:50 in upper elementary and middle school. The result being bilingual students who achieve at high levels. Voices West Contra Costa opened

in 2018 with grades TK through 2nd, and has increased a grade each school year. We now serve students in grades kindergarten through grade seven. We will continue to increase a grade level each year until we reach our full capacity of grade eight.

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:

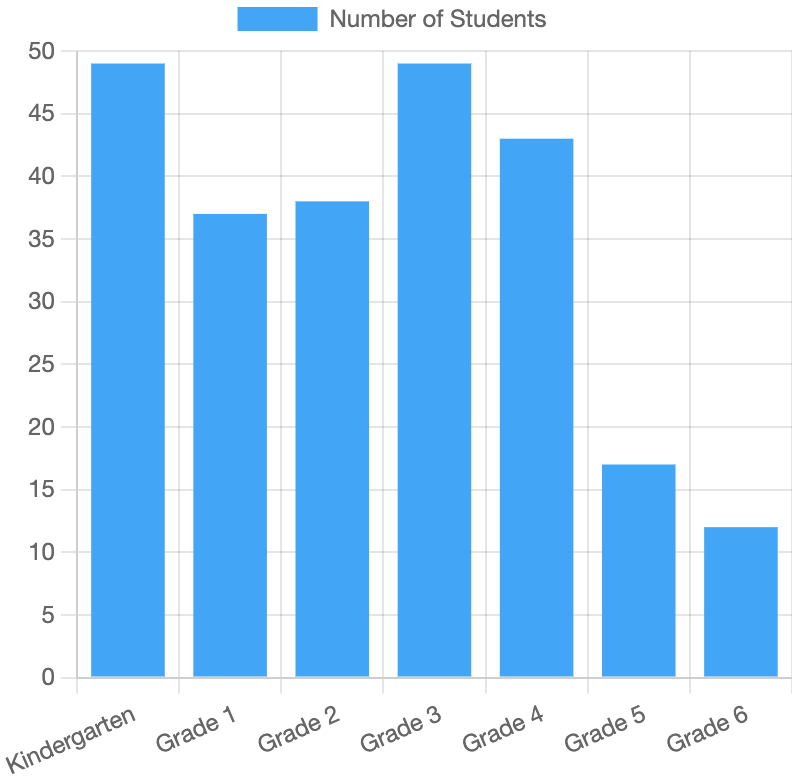
All students graduating from Voices College-Bound Language Academy at West Contra Costa will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and developing a deep understanding of subject matter. Students will have 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: 1/30/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	49
Grade 1	37
Grade 2	38
Grade 3	49
Grade 4	43
Grade 5	17
Grade 6	12
Total Enrollment	245



Last updated: 1/16/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	46.90%
Male	53.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.20%
Black or African American	0.40%
Filipino	0.80%
Hispanic or Latino	97.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	58.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	62.90%
Students with Disabilities	12.70%

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/Incomplete/NA	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: 1/16/24

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)	0.00	0.00%	1150.10	75.53%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	59.40	3.90%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.30	100.00%	171.60	11.27%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	50.30	3.30%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	91.20	5.99%	15831.90	5.67%
Total Teaching Positions	10.30	100.00%	1522.80	100.00%	279044.80	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: 1/16/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1.00	4.30
Misassignments	3.00	6.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.00	10.30

Last updated: 11/2/23

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

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%	63.6%
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%	25%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Estrellitas, 2019 EL Education, 2019 Navigator Literature, 2021	Yes	0
Mathematics	Eureka Math, 2019 Achievement First, Math 2021	Yes	0
Science	Elevate Science By SAVVAS	Yes	0
History-Social Science	Social Studies Alive! By TCI	Yes	0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	N/A		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/30/24

School Facility Conditions and Planned Improvements

Voices College-Bound Language Academies at West Contra Costa makes every effort to ensure the school is clean, safe, and functional. To assist in this effort, we utilized our facilities audit report from the annual Williams facilities review. 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: 1/30/24

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: July 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Stained ceiling tiles. Paint peeling on the door. Carpet is torn.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	3 lights out.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Broken window boarded up.

Overall Facility Rate

Year and month of the most recent FIT report: July 2023

Overall Rating	Fair

Last updated: 1/30/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	34%	28%	32%	32%	47%	46%
Mathematics (grades 3-8 and 11)	25%	24%	21%	22%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/16/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	115	99.14%	0.86%	27.83%
Female	54	53	98.15%	1.85%	32.08%
Male	62	62	100.00%	0.00%	24.19%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	111	99.11%	0.89%	27.03%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	63	62	98.41%	1.59%	12.90%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	82	81	98.78%	1.22%	27.16%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	17	100.00%	0.00%	0.00%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/16/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	114	98.28%	1.72%	23.68%
Female	54	53	98.15%	1.85%	18.87%
Male	62	61	98.39%	1.61%	27.87%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	110	98.21%	1.79%	22.73%
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	63	61	96.83%	3.17%	13.11%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	82	80	97.56%	2.44%	25.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	16	94.12%	5.88%	12.50%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/16/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	13.33%	6.67%	18.49%	20.56%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/16/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	15	100.00%	0.00%	6.67%
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	14	14	100.00%	0.00%	7.14%
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	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	12	12	100.00%	0.00%	8.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Students with	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/16/24

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 2022–23)
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	93%	93%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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 2023–24)

We strongly believe that parent/guardian involvement is key to a student's success. However, no parent/guardian involvement plan shall require mandatory services from parents/guardians, and under no circumstances shall any student suffer any adverse consequences based upon a parent's/guardian's level of service or contribution to the school. We recognize that every parent/guardian is able to be involved at different levels due to individual specific family, work, cultural

reasons and even health issues. The definition of parent/guardian involvement that Voices values above all else is parental concern through love, nurturing and good parenting and home support of the schools' efforts to educate the student. Therefore, two levels of parent/guardian 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 Presentacion Escolar/Ice Cream Social, TK and Kinder Orientation, Back to School Night, Parent/Guardian Ed workshops, and Cafecitos.), Parent Committees (ELAC and Parent Leadership Team, etc.) and participation in the Network-wide Family-School Relationships Survey conducted twice a year (Fall and Spring) to gather feedback and identify strengths and areas of needed growth, in order to plan accordingly.

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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	254	248	131	52.8%
Female	118	116	63	54.3%
Male	136	132	68	51.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	3	3	0	0.0%
Black or African American	1	1	1	100.0%
Filipino	2	2	0	0.0%
Hispanic or Latino	247	241	130	53.9%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	0	0	0	0.0%
White	1	1	0	0.0%
English Learners	159	155	71	45.8%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%

Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	171	166	81	48.8%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	45	45	26	57.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	1.25%	0.00%	0.01%	3.97%	4.81%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.04%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/16/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	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	0.00%	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	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/16/24

School Safety Plan (School Year 2023–24)

Voices College Bound Language Academy at West Contra Costa shares a comprehensive safety plan to ensure the safety of all students and staff. The 2023-2024 Safety Plan, approved by the Board in August 2023, provides a detailed description of processes for on campus safety. School leaders review the safety protocols with all staff at the beginning of the school year. Once a month safety drills are conducted by school leaders and feedback is provided to staff. Weekly student assemblies are held to reiterate school safety procedures to the student body and encourage safe and healthy practices.

Last updated: 1/30/24

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	2	1	0
1	19.00	1	1	0
2	19.00	1	1	0
3	25.00	0	2	0
4	22.00	1	1	0
5	9.00	2	0	0
6	12.00	1	0	0
Other**	0.00	0	0	0

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

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

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	246

* 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: 1/30/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
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: 1/30/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17639.00	$7996.00	$9643.00	$68034.00
District	N/A	N/A	--	$77994.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/30/24

Types of Services Funded (Fiscal Year 2022–23)

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 school-site resources and community resources. The Dean of Culture (DoC) supports student behavior and check-ins for individual students as needed, promotes social emotional learning and utilizes restorative practices with individual students, in small groups and with classrooms, DoC conducts parent/guardian workshops and meetings with parents to promote/encourage students engagement, and addresses absenteeism concerns with families.
- Principal, Business Manager, Student Services Manager and Instructional 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 provide needed support or to direct students to the Dean of Culture.
- An office clerk that supports with attendance tracking and attendance engagement
- 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-3 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, 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.
  - Professional development sessions focused on lesson internalization, lesson delivery, english learner strategies, data analysis done weekly with all teachers.
  - Curriculum includes Eureka Math, EL Education for language arts, Systematic ELD for designated ELD. All students have access to curriculum, and Voices WCC successfully passed its Williams Act review in 2023-24. Teachers also have access to internal resources and additional curriculum around phonemic awareness, guided reading, phonics, sight words and other literacy domains.
- 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.

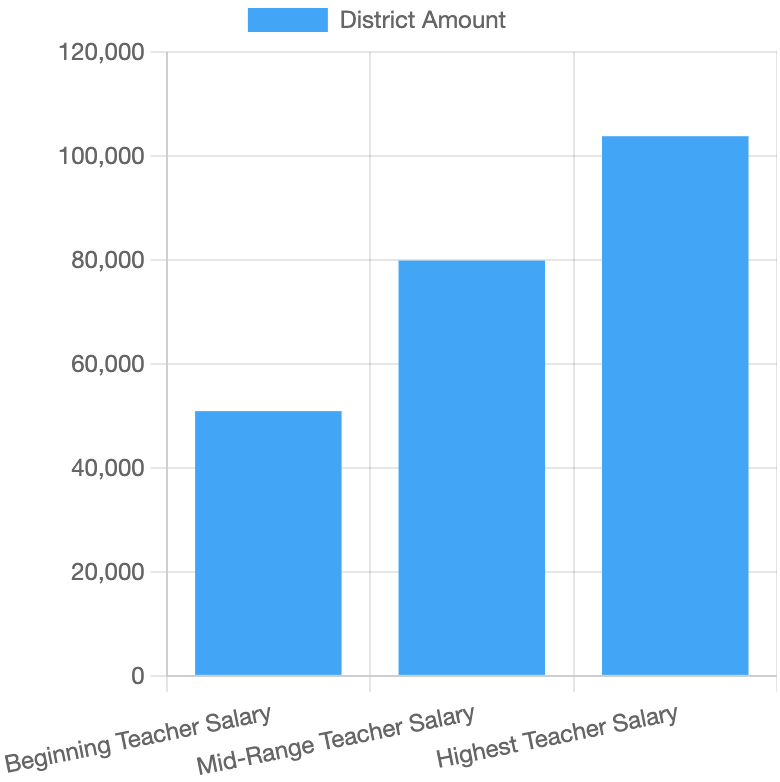
- SEL Check Ins with students within the classroom with teacher or AT and as needed outside the classroom with other staff. Teachers also have daily SEL time in their class schedule to either build community or address student SEL.
- Toolbox - Our SEL curriculum teaching strategies on how to cope with strong emotions.

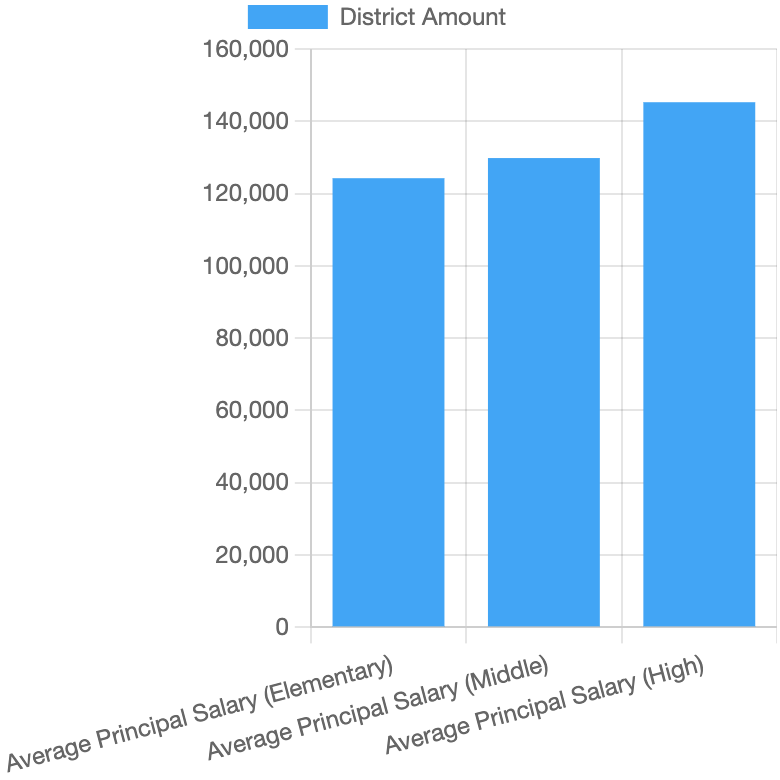
Last updated: 1/30/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50922.00	$55549.60
Mid-Range Teacher Salary	$79887.00	$80702.84
Highest Teacher Salary	$103799.00	$109417.68
Average Principal Salary (Elementary)	$124259.00	$137703.47
Average Principal Salary (Middle)	$129831.00	$143759.63
Average Principal Salary (High)	$145277.00	$159020.77
Superintendent Salary	$270000.00	$319442.91
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

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





Last updated: 1/30/24

Professional Development

Professional development includes any day that included intellectual planning sessions, data meetings, interim benchmark data analysis days, guided assessment previews, network unit unpacking, traditional school and network professional development sessions. These days do

not include facilitated planning days or teacher planning days.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	135	105	107

Last updated: 1/30/24

Academia de idiomas con destino a la universidad Voices en Mt. Pleasant

Informe de Responsabilidad Escolar 2022-23

Informado utilizando datos del año escolar 2022-23

Departamento de Educación de California

DIRECCIÓN:	14271 Historia Rd. San José, California, 95127-3823	**Principal:**	Mari De Gutiérrez
Teléfono:	408-571-6404	**Rango de grados:**	K-8

Antes del 1 de febrero de cada año, la ley estatal exige 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. Según la Fórmula de Financiamiento de Control Local (LCFF), todas las agencias educativas locales (LEA) deben preparar un Plan de Responsabilidad y Control Local (LCAP), 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 reportados en un LCAP deben ser consistentes con los datos reportados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a informes de años anteriores, 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 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 de rendición de cuentas (por ejemplo, datos de exámenes, inscripción, graduados de la escuela secundaria, abandonos, inscripciones en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Panel escolar de California

El Panel Escolar de California (Dashboard) https://www.caschooldashboard.org/ refleja el nuevo sistema de mejora continua y responsabilidad de California y proporciona información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel contiene informes que muestran el desempeño de las LEA, las escuelas y los 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

Mari DeGutierrez

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

About Our School

At Voices Academy Mount Pleasant, we embark on our 10th year with boundless enthusiasm and a shared commitment to learning and growth. Our school community, comprised of dedicated staff, students, and families, is at the heart of our journey. In this milestone year, we embrace numerous opportunities for personal and collective development through professional development, coursework, and on-site workshops. A testament to our dedication to fostering creativity and leadership skills among our students, we recently celebrated our inaugural student-led Lego contest. This event allowed our students to showcase their imaginative prowess, highlighting the importance of encouraging their unique talents. Informed by a thorough analysis of our latest student assessment results, our Professional Learning Community (PLC) has pledged to incorporate frequent and meaningful small-group lessons in mathematics. This strategic approach ensures that we tailor our teaching methods to meet the diverse needs of our students, fostering an environment where every individual can thrive. Our commitment to refining instructional practices extends to our focus areas for the year: small groups, feedback, and math manipulatives. With an exceptional team of teachers dedicated to helping students achieve their learning targets, we take pride in the impact these practices have on student success.

Furthermore, we are honing our skills in analyzing student work, recognizing its pivotal role in shaping our instructional strategies. Our school's vibrant student culture is a source of pride, with students arriving each day eager to learn and engage in activities that promote our Voices Core Values: Si Se Puede Attitude, Scholarship, In Lak'ech, and Activismo.

As we continue the academic year 2023-2034, we are excited about the prospect of continued growth. Voices Academy Mount Pleasant is not just a school; it is a dynamic community where students, educators, and families collaborate to nurture a passion for learning and excellence. Together, we anticipate and embrace the transformative journey that lies ahead. Si Se Puede!

Contact

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

Phone: 408-571-6404

Email: mdegutierrez@voicescharterschool.com

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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	www.sccoe.org

School Contact Information (School Year 2023–24)

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	Mari DeGutierrez
Email Address	mdegutierrez@voicescharterschool.com
Website	https://voicesacademies.org
County-District-School (CDS) Code	43104390132530

Last updated: 1/30/24

School Description and Mission Statement (School Year 2023–24)

Voices College-Bound Language Academy at Mount Pleasant holds a profound belief – the conviction that every child deserves an exceptional education. Born from the dedication of a core group of educators deeply committed to achieving educational equity, our vision was to create a school where all children could thrive academically.

Voices Mount Pleasant stands as a testament to this vision, proudly embracing the status of a dual-language immersion charter school. In the initial years, both English and Spanish-speaking students immerse themselves predominantly in the Spanish language, transitioning seamlessly to English in the later years. This deliberate approach results in bilingual students who not only master two

approach results in bilingual students who not only master two languages but also excel academically at elevated levels.

Established in 2015 with the commencement of grades TK, K and 1, Voices College-Bound Language Academy at Mount Pleasant has since expanded, adding a grade each academic year. Currently, our public school serves students from transitional kindergarten through grade eight, providing a comprehensive and transformative educational journey.

At the heart of our philosophy is the commitment to fostering bilingualism and academic excellence. By immersing students in a dual-language environment, we cultivate individuals who not only possess linguistic proficiency in both English and Spanish but also demonstrate high levels of achievement in their academic pursuits.

Voices Mount Pleasant is more than an educational institution; it is a community dedicated to realizing the full potential of each student. Through our innovative language immersion model and unwavering commitment to educational equity, we are shaping future leaders who are not only proficient in multiple languages but are also prepared to excel in a globally competitive world.

As we continue to expand and serve students from diverse backgrounds, Voices College-Bound Language Academy at Mount Pleasant remains steadfast in its mission to provide an excellent education that empowers every child to reach new heights of success. Our journey is a testament to the enduring belief that education has the power to transform lives and build a brighter future for all.

Goals:

In an era where the demands of tomorrow's society surpass traditional expectations, especially for children of color in underserved school communities, our commitment is to elevate the level of competency to unprecedented heights. We recognize that the skills essential for success in the 21st century go beyond conventional norms. Our vision of an educated individual encompasses bilingualism, technological proficiency, a passion for lifelong learning, and the ability to apply knowledge creatively. This empowered individual is equipped to make informed life decisions, value diversity, and actively contribute as a responsible citizen in the community. To meet the challenges of the future, our students must cultivate habits of mind centered on critical thinking and problem-solving, meeting rigorous academic expectations.

Powered by BoardOnTrack

Mission:

Voices College-Bound Language Academy at Mount Pleasant is dedicated to preparing all students for the rigors of higher education through an academically rigorous dual-language program. Our mission extends beyond academic achievement; we strive to instill critical thinking skills, enabling students to navigate their roles within their culture and the broader society. By embracing a dual-language approach, we foster an environment where linguistic proficiency converges with academic excellence, preparing our students for the challenges ahead.

Vision:

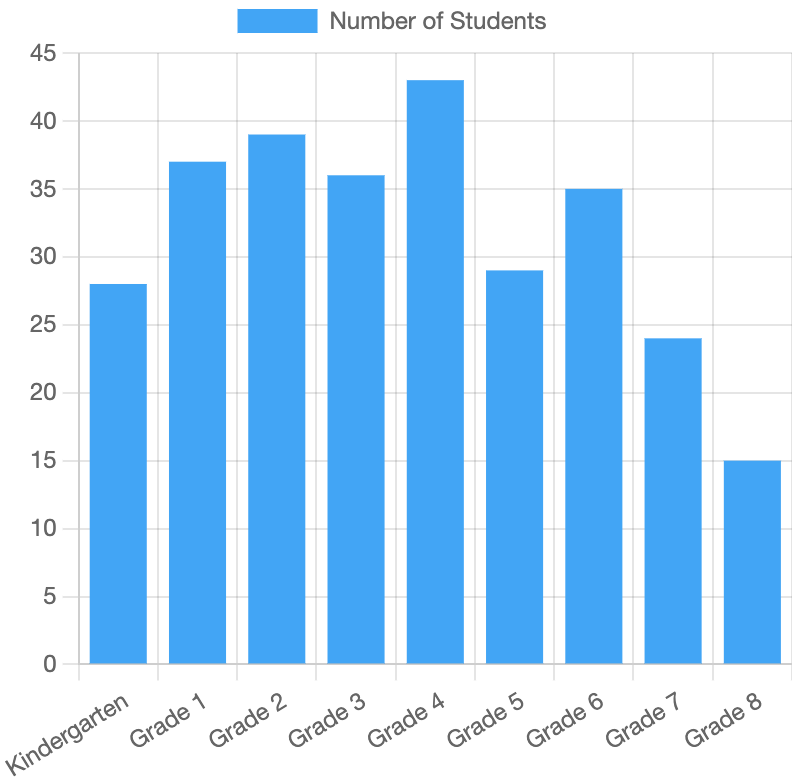
Our vision is for every graduate of Voices College-Bound Language Academy at Mount Pleasant to emerge with the knowledge, skills, and confidence to excel in any chosen career path. Mastery of academic standards and a profound understanding of the subject matter will be the cornerstone of their success. We envision graduates who possess heightened awareness, ability to think critically by questioning the status quo and navigate complexities with adeptness.

Guided by dedicated teachers in a professional and caring community, and supported by parents in a collaborative partnership with the school, students will develop a lifelong intrinsic desire to learn. Their journey will be ingrained with a profound sense of social responsibility, inspiring them to contribute to and enhance their community for the benefit of future generations. Through our collective efforts, we aspire to nurture empowered individuals who are not only academically adept but also compassionate, thoughtful, and ready to positively impact the world around them.

Last updated: 1/30/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	28
Grade 1	37
Grade 2	39
Grade 3	36
Grade 4	43
Grade 5	29
Grade 6	35
Grade 7	24
Grade 8	15
Total Enrollment	286



Last updated: 1/30/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	49.70%
Male	50.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	0.30%
Filipino	0.00%
Hispanic or Latino	98.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.70%
White	0.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	54.50%
Foster Youth	0.30%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	64.00%
Students with Disabilities	8.70%

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/Incomplete/NA	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: 1/30/24

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)	3.00	20.01%	367.00	57.38%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	6.67%	61.90	9.68%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.90	73.32%	133.40	20.86%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	32.70	5.11%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	44.50	6.97%	15831.90	5.67%
Total Teaching Positions	14.90	100.00%	639.70	100.00%	279044.80	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: 1/30/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	5.00	5.90
Misassignments	0.00	4.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.00	10.90

Last updated: 11/2/23

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

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%	43.4%
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%	8.6%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education 2018 Navigator 2019	Yes	0
Mathematics	Eureka Math 2016 Achievement First Math 2020 August 2020	Yes	0
Science	Elevate Science by SAVAAS	Yes	0
History-Social Science	Social Studies Alive! by TCI	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: 1/30/24

School Facility Conditions and Planned Improvements

Voices College-Bound Language Academies at Mount Pleasant makes every effort to ensure the school is clean, safe, and

functional.

To assist in this effort, we utilized our facilities audit report from Williams Review. Needed repairs from the FIT 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: 1/30/24

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: September 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Carpet and chewing gum stains. Carpet washing was done in August 2023, may need need carpet replacement.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Light cover, loose outlet, 2 lights out.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	One fire extinguisher seal broken, 2 outdated fire extinguishers. Nickel Fire was contacted and fire extinguishers were replaced.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Broken Blinds. Broken blinds were removed.

Overall Facility Rate

Year and month of the most recent FIT report: September 2023

Overall Rating	Good

Last updated: 1/30/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	25%	18%	50%	47%	47%	46%
Mathematics (grades 3-8 and 11)	11%	14%	43%	43%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/30/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	174	94.57%	5.43%	17.82%
Female	78	74	94.87%	5.13%	17.57%
Male	106	100	94.34%	5.66%	18.00%
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	182	172	94.51%	5.49%	18.02%

Informe de Responsabilidad Escolar

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	99	94	94.95%	5.05%	7.45%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	126	118	93.65%	6.35%	16.95%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	21	20	95.24%	4.76%	15.00%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/30/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	177	96.20%	3.80%	13.56%
Female	78	74	94.87%	5.13%	10.81%
Male	106	103	97.17%	2.83%	15.53%
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	182	176	96.70%	3.30%	13.64%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	99	97	97.98%	2.02%	10.31%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	126	120	95.24%	4.76%	10.83%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	21	19	90.48%	9.52%	31.58%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/30/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	2.33%	4.44%	2.56%	10.00%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/30/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	46	95.83%	4.17%	4.44%
Female	24	23	95.83%	4.17%	8.70%
Male	24	23	95.83%	4.17%	0.00%
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	46	45	97.83%	2.17%	4.55%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	24	24	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	34	32	94.12%	5.88%	3.23%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Students with	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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 2022–23)
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%	90%	84%	84%	84%
7	52%	78%	78%	78%	74%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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 2023–24)

At Voices College Bound, we firmly believe in the pivotal role that parent/guardian involvement plays in a student's success. However, our commitment to this principle is grounded in a profound respect for the diverse circumstances that each family may face. Our approach is founded on the belief that no parent/guardian involvement plan should

impose mandatory services, and no student should face adverse

consequences based on a parent's/guardian's level of service or contribution to the school.

We acknowledge that parents/guardians may be able to engage at different levels due to individual-specific family dynamics, work commitments, cultural considerations, and even health issues. At Voices, we prioritize a definition of parent involvement that transcends quantitative measures. What we value above all is parental concern through love, nurturing, and good parenting and support at home for the school's efforts to educate the student.

In alignment with these principles, we offer two levels of parent involvement:

Required:

- Commitment and willingness to fulfill the Parent Agreement.

- Commitment and willingness to adhere to and support all school policies, including those outlined in the Family Handbook.

- Establishment of two-way communication between the school and home, fostering a collaborative approach to the education and well-being of the student.

Encouraged:

- Participation in school-sponsored activities such as Dia de Apoyo, Back to School Night, Parent/Guardian workshops, Cafecitos (Principal's Coffee), etc.

- Involvement in Parent/Guardian Committees, including ELAC and Parent Leadership Team.

- Participation in the Network-wide Family-School Relationships Survey conducted twice a year (Fall and Spring) to gather feedback and identify strengths and areas of needed growth, in order to plan accordingly.

By offering these two levels of involvement, we aim to recognize and respect the unique circumstances of each family, fostering a supportive and inclusive environment where every parent can contribute in a manner that aligns with their individual capacity and preferences. This approach ensures that our community remains united in its commitment to the success and well-being of every student at Voices Mount Pleasant.

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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	315	304	128	42.1%
Female	153	149	66	44.3%
Male	162	155	62	40.0%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	0	0	0.0%
Asian	1	0	0	0.0%
Black or African American	2	2	2	100.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	308	299	124	41.5%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	2	2	1	50.0%
White	1	1	1	100.0%
English Learners	185	180	72	40.0%
Foster Youth	1	1	1	100.0%
Homeless	4	4	4	100.0%

Homeless	4	4	4	100.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	212	204	99	48.5%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	32	30	17	56.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	2.20%	0.63%	0.05%	0.94%	1.31%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.63%	0.00%
Female	0.65%	0.00%
Male	0.62%	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	0.65%	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	1.08%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.94%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.13%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/17/24

School Safety Plan (School Year 2023–24)

Voices College Bound Language Academy at Mount Pleasant maintains a comprehensive safety plan to ensure the safety of all students and staff. The 2023-2024 Safety Plan, approved by the Voices Board in August 2023, provides a detailed description of processes for on campus safety. School leaders review the safety protocols with all staff at the beginning of the school year. Once a month safety drills are conducted by school leaders and feedback is provided to staff.

Last updated: 1/29/24

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 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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	14.00	1	1	0
1	19.00	1	1	0
2	20.00	1	1	0
3	18.00	1	1	0
4	22.00	1	1	0
5	29.00	0	1	0
6	18.00	3	3	0
Other**	0.00	0	0	0

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

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

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	281

* 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: 1/30/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
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: 1/30/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17410.00	$6792.00	$10617.00	$64100.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/23/24

Types of Services Funded (Fiscal Year 2022–23)

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 school-site resources and community resources. The Dean of Culture (DoC) supports student behavior and conducts check-ins for individual students as needed, promotes social emotional learning and utilizes restorative practices with students individually, in small groups and with classrooms, DoC conducts parent/guardian workshops and meetings with parents to promote/encourage student engagement, and addresses absenteeism concerns with families.
- Principal, Student Services Manager, Business Manager and Instructional 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 provide needed supports or to direct students to the Dean of Culture.
- Behaviorists and other contracted staff to support students as needed per IEP
- Full-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-3 to support students academically and

behaviorally.

- An office clerk that supports with attendance tracking and attendance engagement.

Resources/Processes

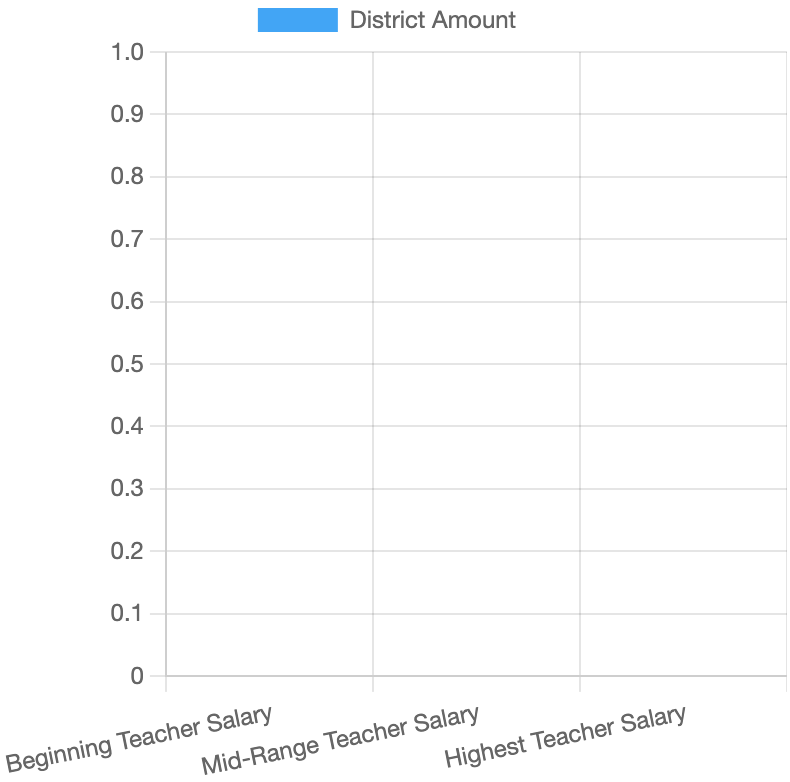
- Academic
  - Tiered Strategies include differentiation within math and literacy blocks, one-on-one and small group time with the teacher or associate teachers, personalized learning platforms, our SST process, our IEP process, positive reinforcement, formal behavior plans, whole-school initiatives 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.
  - 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 maestros sepan cómo ayudar a toda la clase, al grupo, a los grupos pequeños y a los estudiantes individualmente.
  - Sesiones de desarrollo profesional enfocadas en la internalización de lecciones, impartición de lecciones, estrategias para estudiantes de inglés y análisis de datos realizados semanalmente con todos los maestros.
- **SEL**
  - **Plaza quincenal: generalmente dirigida por el director o el decano de cultura y centrándose 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 académicos y Estudiante del Mes.**
  - **SEL se registra con los estudiantes dentro del aula con el maestro o AT y, según sea necesario, fuera del aula con otro personal. Los maestros también tienen tiempo SEL diario en su horario de clases para construir una comunidad o abordar el SEL de los estudiantes.**

Última actualización: 30/01/24

Salarios administrativos y docentes (año fiscal 2021-22)

Categoría	Monto del distrito	Promedio estatal para distritos de la misma categoría
Salario del maestro principiante	$0.00	$0.00
Salario docente de rango medio	$0.00	$0.00
El salario más alto de un maestro	$0.00	$0.00
Salario principal promedio (primaria)	$0.00	$0.00
Salario principal promedio (medio)	$0.00	$0.00
Salario principal promedio (alto)	$0.00	$0.00
Salario del superintendente	$0.00	$0.00
Porcentaje del presupuesto para salarios docentes	0,00%	0,00%
Porcentaje del presupuesto para salarios administrativos	0,00%	0,00%

Para obtener información detallada sobre salarios, consulte la página web de Salarios y beneficios certificados del CDE en https://www.cde.ca.gov/ds/fd/cs/ .



Última actualización: 30/01/24

Desarrollo profesional

El desarrollo profesional incluye cualquier día que incluya sesiones de planificación intelectual, reuniones de datos, días de análisis de datos de referencia provisionales, vistas previas de evaluaciones guiadas, desembalaje de unidades de red, sesiones de desarrollo profesional de

redes y escuelas tradicionales. Estos días no incluyen días de planificación facilitada, días de planificación de maestros o días en los que se realizan sesiones de capacitación individuales.

Medida	2021-22	2022-23	2023-24
Número de días escolares dedicados al desarrollo del personal y la mejora continua	70	135	107

Última actualización: 30/01/24

Academia de idiomas con destino a la universidad Voices en el oeste del condado de Contra Costa

Informe de Responsabilidad Escolar 2022-23

Informado utilizando datos del año escolar 2022-23

Departamento de Educación de California

DIRECCIÓN:	201 28th St. Richmond, CA, 94804-2522	**Principal:**	Keri Szymanski
Teléfono:	510-480-0540	**Rango de grados:**	K-8

Antes del 1 de febrero de cada año, la ley estatal exige 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. Según la Fórmula de Financiamiento de Control Local (LCFF), todas las agencias educativas locales (LEA) deben preparar un Plan de Responsabilidad y Control Local (LCAP), 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 reportados en un LCAP deben ser consistentes con los datos reportados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a informes de años anteriores, 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 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 de rendición de cuentas (por ejemplo, datos de exámenes, inscripción, graduados de la escuela secundaria, abandonos, inscripciones en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Panel escolar de California

El Panel Escolar de California (Dashboard) https://www.caschooldashboard.org/ refleja el nuevo sistema de mejora continua y responsabilidad de California y proporciona información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel contiene informes que muestran el desempeño de las LEA, las escuelas y los 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

Keri Szymanski

Principal, Voices College-Bound Language Academy at West Contra Costa County

About Our School

As we embark on the 2023-24 school year and my first full year as principal at Voices West Contra Costa, we aim to create an environment for our students to flourish emotionally, socially, and academically. We strive to provide a rigorous dual-language curriculum that will inspire our students to become lifelong learners and prepare them for the challenges in high school, college and beyond. We provide a safe, joyous place where everyone is known and valued, where we embrace learning, and where we achieve our personal best in all we do. We DREAM. We BELIEVE. We ACHIEVE. We COMMIT. We ENDURE.

Now in our sixth year, Voices West Contra Costa has worked diligently to reset our school culture, provide stability for our students and families, and ensure our mission and vision is at the forefront of everything we do. With the majority of staff returning from the previous year, we are motivated to serve our students and come with love for what we do.

In the 2023-24 school year we continue to 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 pay great attention to the “me work” and how our personal stories, school protocols and character educational beliefs strengthen our “we work.” 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: 510-480-0540
Email: kszymanski@voicescharterschool.com

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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

School Contact Information (School Year 2023–24)

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	510-480-0540
Principal	Keri Szymanski
Email Address	kszymanski@voicescharterschool.com
Website	www.voicesacademies.org
County-District-School (CDS) Code	07617960136903

Last updated: 1/30/24

School Description and Mission Statement (School Year 2023–24)

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 dual-language immersion charter school. Our English and Spanish speaking students begin learning Spanish in an 80:20 Spanish:English model through lower elementary. Throughout their years at Voices, students increase their English language learning yearly, reaching 50:50 in upper elementary and middle school. The result being bilingual students who achieve at high levels. Voices West Contra Costa opened

in 2018 with grades TK through 2nd, and has increased a grade each school year. We now serve students in grades kindergarten through grade seven. We will continue to increase a grade level each year until we reach our full capacity of grade eight.

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.

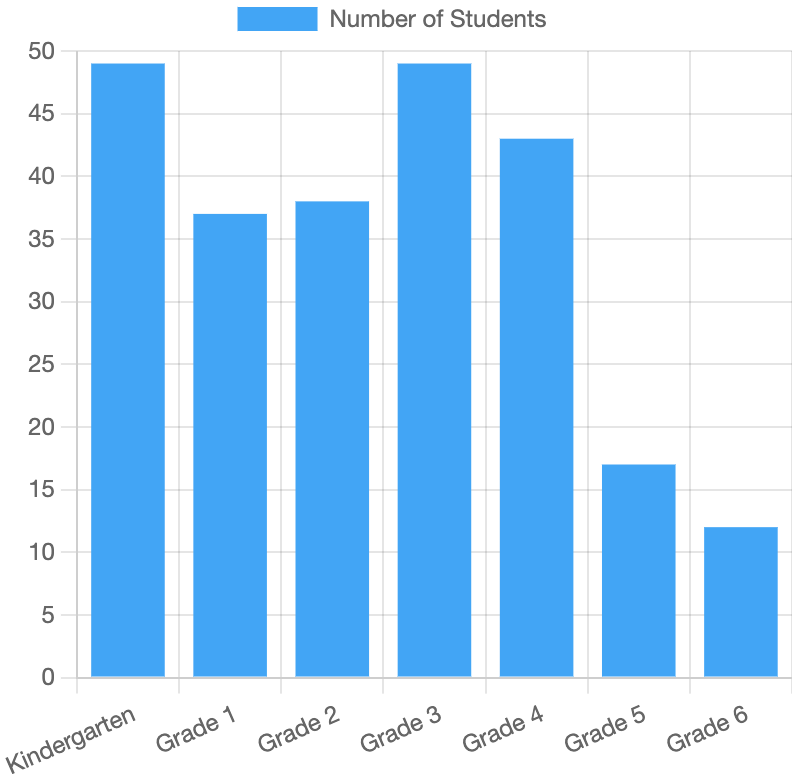
With the guidance of teachers who are dedicated to being active participants in a professional caring community driven by student learning and parents who work in partnership with the school, students will have a lifelong intrinsic desire to learn and a sense of social responsibility to make their community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

Informe de Responsabilidad Escolar

Last updated: 1/30/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	49
Grade 1	37
Grade 2	38
Grade 3	49
Grade 4	43
Grade 5	17
Grade 6	12
Total Enrollment	245



Last updated: 1/16/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	46.90%
Male	53.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.20%
Black or African American	0.40%
Filipino	0.80%
Hispanic or Latino	97.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	58.00%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	62.90%
Students with Disabilities	12.70%

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/Incomplete/NA	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: 1/16/24

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)	0.00	0.00%	1150.10	75.53%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	59.40	3.90%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.30	100.00%	171.60	11.27%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	50.30	3.30%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	91.20	5.99%	15831.90	5.67%
Total Teaching Positions	10.30	100.00%	1522.80	100.00%	279044.80	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: 1/16/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	1.00	4.30
Misassignments	3.00	6.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	4.00	10.30

Last updated: 11/2/23

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

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%	63.6%
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%	25%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Estrellitas, 2019 EL Education, 2019 Navigator Literature, 2021	Yes	0
Mathematics	Eureka Math, 2019 Achievement First, Math 2021	Yes	0
Science	Elevate Science By SAVVAS	Yes	0
History-Social Science	Social Studies Alive! By TCI	Yes	0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	N/A		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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

Last updated: 1/30/24

School Facility Conditions and Planned Improvements

Voices College-Bound Language Academies at West Contra Costa makes every effort to ensure the school is clean, safe, and functional. To assist in this effort, we utilized our facilities audit report from the annual Williams facilities review. 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: 1/30/24

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: July 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Stained ceiling tiles. Paint peeling on the door. Carpet is torn.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	3 lights out.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Broken window boarded up.

Overall Facility Rate

Year and month of the most recent FIT report: July 2023

Overall Rating	Fair

Last updated: 1/30/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	34%	28%	32%	32%	47%	46%
Mathematics (grades 3-8 and 11)	25%	24%	21%	22%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/16/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	115	99.14%	0.86%	27.83%
Female	54	53	98.15%	1.85%	32.08%
Male	62	62	100.00%	0.00%	24.19%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	111	99.11%	0.89%	27.03%

Informe de Responsabilidad Escolar

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	63	62	98.41%	1.59%	12.90%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	82	81	98.78%	1.22%	27.16%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	17	100.00%	0.00%	0.00%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/16/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	116	114	98.28%	1.72%	23.68%
Female	54	53	98.15%	1.85%	18.87%
Male	62	61	98.39%	1.61%	27.87%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	112	110	98.21%	1.79%	22.73%
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	63	61	96.83%	3.17%	13.11%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	82	80	97.56%	2.44%	25.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	16	94.12%	5.88%	12.50%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/16/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	13.33%	6.67%	18.49%	20.56%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/16/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	15	15	100.00%	0.00%	6.67%
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	14	14	100.00%	0.00%	7.14%
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	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	12	12	100.00%	0.00%	8.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Students with	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/16/24

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 2022–23)
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	93%	93%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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 2023–24)

We strongly believe that parent/guardian involvement is key to a student's success. However, no parent/guardian involvement plan shall require mandatory services from parents/guardians, and under no circumstances shall any student suffer any adverse consequences based upon a parent's/guardian's level of service or contribution to the school. We recognize that every parent/guardian is able to be involved at different levels due to individual specific family, work, cultural

reasons and even health issues. The definition of parent/guardian involvement that Voices values above all else is parental concern through love, nurturing and good parenting and home support of the schools' efforts to educate the student. Therefore, two levels of parent/guardian 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 Presentacion Escolar/Ice Cream Social, TK and Kinder Orientation, Back to School Night, Parent/Guardian Ed workshops, and Cafecitos.), Parent Committees (ELAC and Parent Leadership Team, etc.) and participation in the Network-wide Family-School Relationships Survey conducted twice a year (Fall and Spring) to gather feedback and identify strengths and areas of needed growth, in order to plan accordingly.

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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	254	248	131	52.8%
Female	118	116	63	54.3%
Male	136	132	68	51.5%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	3	3	0	0.0%
Black or African American	1	1	1	100.0%
Filipino	2	2	0	0.0%
Hispanic or Latino	247	241	130	53.9%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	0	0	0	0.0%
White	1	1	0	0.0%
English Learners	159	155	71	45.8%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%

Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	171	166	81	48.8%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	45	45	26	57.8%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	1.25%	0.00%	0.01%	3.97%	4.81%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.04%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/16/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	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	0.00%	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	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/16/24

School Safety Plan (School Year 2023–24)

Voices College Bound Language Academy at West Contra Costa shares a comprehensive safety plan to ensure the safety of all students and staff. The 2023-2024 Safety Plan, approved by the Board in August 2023, provides a detailed description of processes for on campus safety. School leaders review the safety protocols with all staff at the beginning of the school year. Once a month safety drills are conducted by school leaders and feedback is provided to staff. Weekly student assemblies are held to reiterate school safety procedures to the student body and encourage safe and healthy practices.

Last updated: 1/30/24

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	2	1	0
1	19.00	1	1	0
2	19.00	1	1	0
3	25.00	0	2	0
4	22.00	1	1	0
5	9.00	2	0	0
6	12.00	1	0	0
Other**	0.00	0	0	0

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

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

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	246

* 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: 1/30/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
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: 1/30/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17639.00	$7996.00	$9643.00	$68034.00
District	N/A	N/A	--	$77994.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	$87885.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/30/24

Types of Services Funded (Fiscal Year 2022–23)

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 school-site resources and community resources. The Dean of Culture (DoC) supports student behavior and check-ins for individual students as needed, promotes social emotional learning and utilizes restorative practices with individual students, in small groups and with classrooms, DoC conducts parent/guardian workshops and meetings with parents to promote/encourage students engagement, and addresses absenteeism concerns with families.
- Principal, Business Manager, Student Services Manager and Instructional 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 provide needed support or to direct students to the Dean of Culture.
- An office clerk that supports with attendance tracking and attendance engagement
- 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-3 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, 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.
  - Professional development sessions focused on lesson internalization, lesson delivery, english learner strategies, data analysis done weekly with all teachers.
  - Curriculum includes Eureka Math, EL Education for language arts, Systematic ELD for designated ELD. All students have access to curriculum, and Voices WCC successfully passed its Williams Act review in 2023-24. Teachers also have access to internal resources and additional curriculum around phonemic awareness, guided reading, phonics, sight words and other literacy domains.
- 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.

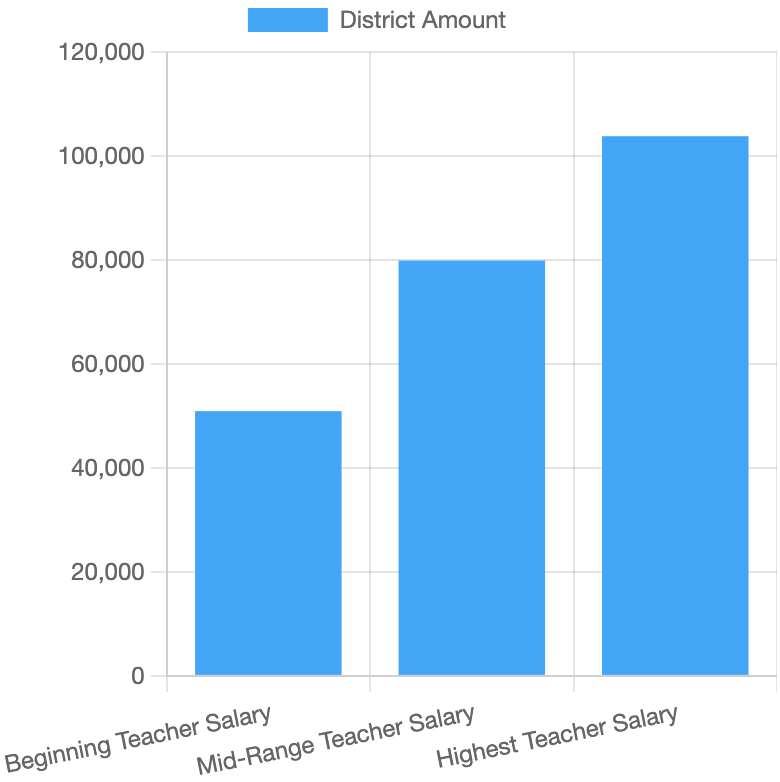
- SEL Check Ins with students within the classroom with teacher or AT and as needed outside the classroom with other staff. Teachers also have daily SEL time in their class schedule to either build community or address student SEL.
- Toolbox - Our SEL curriculum teaching strategies on how to cope with strong emotions.

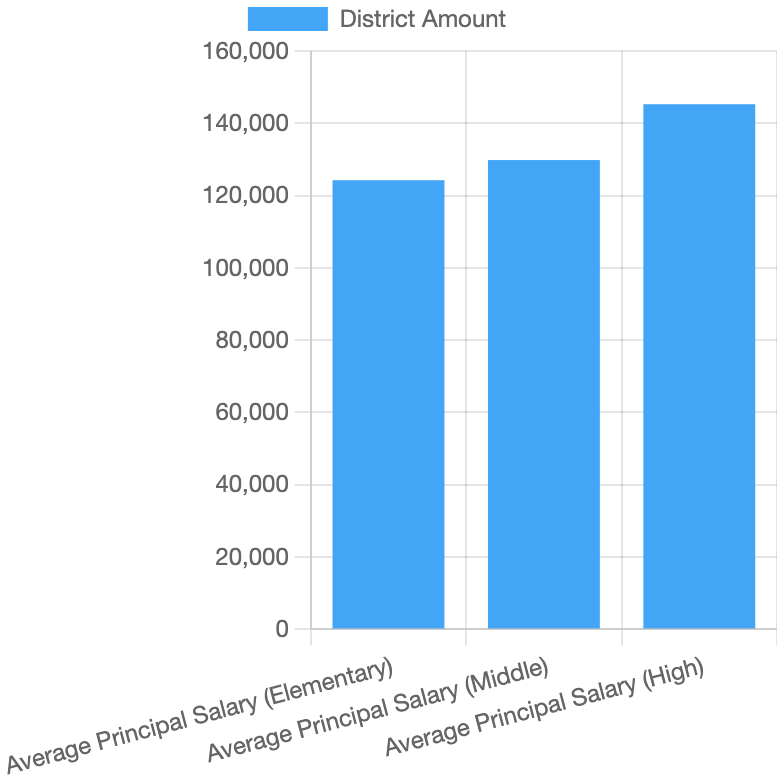
Last updated: 1/30/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50922.00	$55549.60
Mid-Range Teacher Salary	$79887.00	$80702.84
Highest Teacher Salary	$103799.00	$109417.68
Average Principal Salary (Elementary)	$124259.00	$137703.47
Average Principal Salary (Middle)	$129831.00	$143759.63
Salario principal promedio (alto)	$145277.00	$159020.77
Salario del superintendente	$270000.00	$319442.91
Porcentaje del presupuesto para salarios docentes	28,46%	30,35%
Porcentaje del presupuesto para salarios administrativos	5,12%	4,87%

Para obtener información detallada sobre salarios, consulte la página web de Salarios y beneficios certificados del CDE en https://www.cde.ca.gov/ds/fd/cs/ .





Última actualización: 30/01/24

Desarrollo profesional

El desarrollo profesional incluye cualquier día que incluya sesiones de planificación intelectual, reuniones de datos, días de análisis de datos de referencia provisionales, vistas previas de evaluaciones guiadas, desembalaje de unidades de red, sesiones de desarrollo profesional de

redes y escuelas tradicionales. Estos días no incluyen días de planificación facilitada ni días de planificación docente.

Medida	2021-22	2022-23	2023-24
Número de días escolares dedicados al desarrollo del personal y la mejora continua	135	105	107

Última actualización: 30/01/24

Voices College-Bound Language Academy at Morgan Hill

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

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

This year has been off to an energizing start as we continue our work across three different school sites. Our school priority this year is to differentiate supports for all of our students and refine the craft of our instructional leaders to advance their development as teachers and increase their ability to provide scaffolding and supports for all students. Our parent/guardian community continues to be engaged through our ELAC meetings and Cafecitos (Principal's coffee), parent/guardian workshops, school events meetings, and more! We are also excited to see the growth in our college-bound culture that has our students eager to learn more about pathways for their future and to build community with one another.

Every year we continue to reflect on our school vision and work as a united Leadership team to advance the growth of our students and community. We have a committed team of teachers and Education Specialists that are dedicated to the success of our students and we know that with our data-driven approach, we will only continue to grow! We are excited to see what the remainder of the 2023-2024 school year will hold, 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 2023–24)

District Contact Information (School Year 2023–24)

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	www.sccoe.org

School Contact Information (School Year 2023–24)

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	vlopez@voicescharterschool.com
Website	www.voicesacademies.org
County-District-School (CDS) Code	43104390131748

Last updated: 1/22/24

School Description and Mission Statement (School Year 2023–24)

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 TK, K and 1, and has increased a grade each school year. We are now at full capacity serving students in transitional kindergarten through

grade eight. This year, we are temporarily located at three school sites throughout Morgan Hill and we look forward to moving into our new facility next year in 2024-25. We have seen a lot of success in our staff and student culture the past few years, and we look forward to our forever home, where we can strive and push ourselves to reach our academic goals.

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. An educated person is able to make informed life decisions based on awareness and understanding of all life's possibilities and 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.

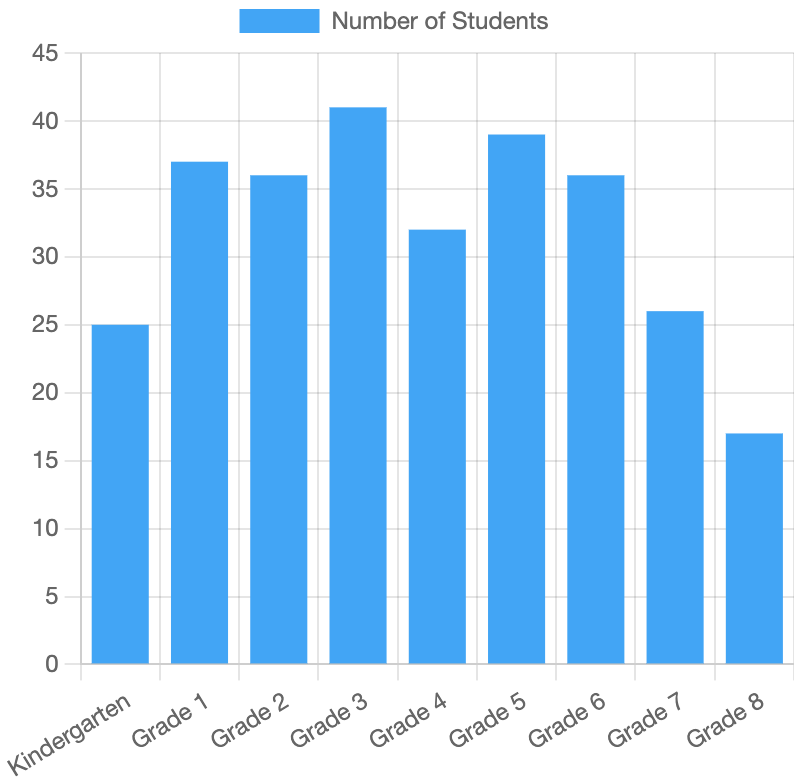
Vision:

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: 1/29/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	25
Grade 1	37
Grade 2	36
Grade 3	41
Grade 4	32
Grade 5	39
Grade 6	36
Grade 7	26
Grade 8	17
Total Enrollment	289



Last updated: 1/16/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	49.50%
Male	50.50%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	0.00%
Filipino	0.30%
Hispanic or Latino	97.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	59.90%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	64.70%
Students with Disabilities	9.00%

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/Incomplete/NA	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: 1/16/24

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)	2.00	13.05%	367.00	57.38%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	6.53%	61.90	9.68%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	12.30	80.42%	133.40	20.86%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	32.70	5.11%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	44.50	6.97%	15831.90	5.67%
Total Teaching Positions	15.30	100.00%	639.70	100.00%	279044.80	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: 1/16/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	6.00	9.30
Misassignments	0.00	2.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.00	12.30

Last updated: 11/2/23

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

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%	23.8%
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%	16.6%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education 2018 Navigator Literature 2019 Estrellitas 2016	Yes	0
Mathematics	Eureka Math 2016 Achievement First Math 2020	Yes	0
Science	Elevate Science by SAVAAS	Yes	0
History-Social Science	Social Studies Alive! by TCI?	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: 1/29/24

School Facility Conditions and Planned Improvements

Voices College-Bound Language Academy at Morgan Hill makes

every effort to ensure all three temporary Voices Morgan Hill sites are clean, safe, and functional. To assist in this effort for this year, we utilized our facilities audit report from the Williams Act Review. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded to support and maintain safe, clean and secure campuses. 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: 1/29/24

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: September 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Stained ceiling tiles. The property manager was contacted to replace tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Poor	Fire extinguishers are outdated. Hooks missing. Cintas was contacted and fire extinguishers were replaced. Hooks were reattached to the walls to hold fire extinguishers in place.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2023

Overall Rating	Good

Last updated: 1/29/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	33%	32%	50%	47%	47%	46%
Mathematics (grades 3-8 and 11)	25%	29%	43%	43%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/17/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	185	184	99.46%	0.54%	31.52%
Female	84	84	100.00%	0.00%	32.14%
Male	101	100	99.01%	0.99%	31.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	182	181	99.45%	0.55%	31.49%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	108	107	99.07%	0.93%	20.56%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	132	132	100.00%	0.00%	32.58%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	17	100.00%	0.00%	23.53%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/17/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	185	184	99.46%	0.54%	28.80%
Female	84	84	100.00%	0.00%	21.43%
Male	101	100	99.01%	0.99%	35.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	182	181	99.45%	0.55%	28.73%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--

English Learners	108	108	100.00%	0.00%	11.11%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	132	131	99.24%	0.76%	28.24%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	17	100.00%	0.00%	11.76%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/17/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	18.00%	7.55%	2.56%	10.00%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/17/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	53	100.00%	0.00%	7.55%
Female	22	22	100.00%	0.00%	9.09%
Male	31	31	100.00%	0.00%	6.45%
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	52	52	100.00%	0.00%	7.69%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	36	36	100.00%	0.00%	2.78%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	43	43	100.00%	0.00%	6.98%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Students with	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

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 2022–23)
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	97%	97%	97%	97%	97%
7	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/22/24

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 2023–24)

We strongly believe that parent/guardian involvement is key to a student's success. However, no parent/guardian involvement plan shall require mandatory services from parents, and under no circumstances shall any student suffer any adverse consequences based upon a parent's/guardian's level of service or contribution to the school. We

recognize that every parent/guardian is able to be involved at different levels due to individual specific family, work, and/or cultural reasons and even health issues. The definition of parent/guardian 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/guardian 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 (Parent/Guardian workshops, Cafecitos (Principal's Coffee) and Voices Middle School Parent/Guardian Meetings etc.), Parent/Guardian Committees (ELAC and Parent Leadership Team, etc.) and participation in the Network-wide Family-School Relationships Survey conducted twice a year (Fall and Spring) to gather feedback and identify strengths and areas of needed growth, in order to plan accordingly.

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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	300	292	110	37.7%
Female	147	141	57	40.4%
Male	153	151	53	35.1%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	3	3	2	66.7%
Black or African American	0	0	0	0.0%
Filipino	1	1	0	0.0%
Hispanic or Latino	294	286	107	37.4%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	0	0	0	0.0%
White	2	2	1	50.0%
English Learners	203	197	79	40.1%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%

Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	191	188	62	33.0%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	31	31	20	64.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.98%	0.67%	0.05%	0.94%	1.31%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.67%	0.00%
Female	0.68%	0.00%
Male	0.65%	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	0.68%	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	0.49%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.05%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/17/24

School Safety Plan (School Year 2023–24)

Voices College Bound Language Academy at Morgan Hill maintains a comprehensive safety plan to ensure the safety of all students and staff. The 2023-2024 Safety Plan, approved by the Voices Board in August 2023, provides a detailed description of processes for on campus safety. School leaders review the safety protocols at the beginning of the school year. Once a month safety drills are conducted by school leaders and feedback is provided by and to staff.

Last updated: 1/30/24

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 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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	13.00	1	1	0
1	19.00	1	1	0
2	18.00	1	1	0
3	21.00	1	1	0
4	16.00	1	1	0
5	20.00	1	1	0
6	18.00	3	3	0
Other**	0.00	0	0	0

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

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

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	289

* 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: 1/30/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
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: 1/30/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14601.00	$6814.00	$7787.00	$70461.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/22/24

Types of Services Funded (Fiscal Year 2022–23)

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 Support/Assist Students

Dean of Culture to support teachers, students and families with on school-site resources and community resources. The Dean of Culture (DoC) supports student behavior and conducts check-ins for individual students as needed, promotes social emotional learning and utilizes restorative practices with students individually, small groups and with classrooms, DoC conducts parent/guardian workshops and meet with parents/guardians to promote/encourage student engagement, and address absenteeism concerns with families.

Principal, Business Manager, DoC, Student Services Manager and Instructional 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 provide needed supports or to direct students to the Dean of Culture.

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, 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.
- Professional development sessions focused on lesson internalization, lesson delivery, english learner strategies, data analysis done weekly with all teachers.

Curriculum includes Eureka Math, EL Education for language arts, Systematic ELD for designated ELD. All students have access to curriculum, and Voices Morgan Hill successfully passed its Williams Act review in 2023-24. Teachers also have access to internal resources and additional curriculum around phonemic awareness, guided reading, phonics, sight words and other literacy domains.

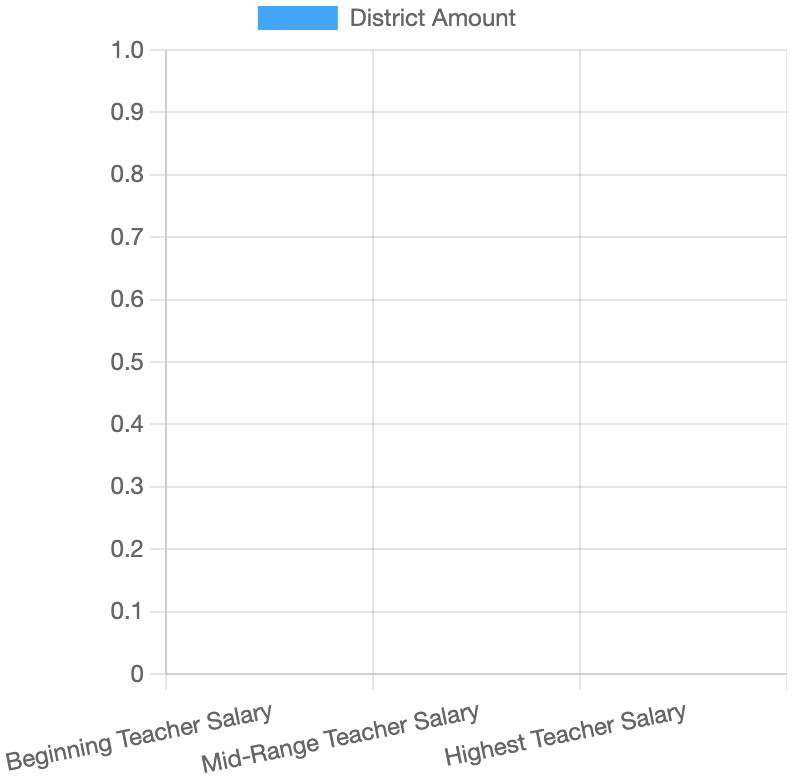
- **SEL**
  - **Weekly Plaza - Typically led by principal or Dean of Culture with a focus on school culture and building character traits or centering on what behaviors related to strong values looks like. Includes celebrations of students in academics and Student of the Month.**
  - **SEL Check Ins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

Last updated: 1/30/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$0.00	$0.00
Mid-Range Teacher Salary	$0.00	$0.00
Highest Teacher Salary	$0.00	$0.00
Average Principal Salary (Elementary)	$0.00	$0.00
Average Principal Salary (Middle)	$0.00	$0.00
Average Principal Salary (High)	$0.00	$0.00
Superintendent Salary	$0.00	$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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



Last updated: 1/29/24

Professional Development

Professional development includes any day that included intellectual planning sessions, data meetings, interim benchmark data analysis days, guided assessment previews, network unit unpacking, traditional school and network professional development sessions. These days do not include facilitated planning days, teacher planning days or days when one-on-one coaching sessions occur.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	135	135	95

Last updated: 1/29/24

Academia de idiomas con destino a la universidad Voices

Informe de Responsabilidad Escolar 2022-23

Informado utilizando datos del año escolar 2022-23

Departamento de Educación de California

DIRECCIÓN:	715 Hellyer Ave. San José, CA, 95111-1584	**Principal:**	HugoTorres
Teléfono:	(408) 361-1960	**Rango de grados:**	K-8

Antes del 1 de febrero de cada año, la ley estatal exige 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. Según la Fórmula de Financiamiento de Control Local (LCFF), todas las agencias educativas locales (LEA) deben preparar un Plan de Responsabilidad y Control Local (LCAP), 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 reportados en un LCAP deben ser consistentes con los datos reportados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a informes de años anteriores, 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 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 de rendición de cuentas (por ejemplo, datos de exámenes, inscripción, graduados de la escuela secundaria, abandonos, inscripciones en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Panel escolar de California

El Panel Escolar de California (Dashboard) https://www.caschooldashboard.org/ refleja el nuevo sistema de mejora continua y responsabilidad de California y proporciona información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel contiene informes que muestran el desempeño de las LEA, las escuelas y los 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

Hugo Torres

Principal, Voices College-Bound Language Academy

About Our School

Our goals at Voices College-Bound Language Academy are that all Voices students will be biliterate in English and Spanish, bicultural in their American and Latino cultures, and bilingual in both English and Spanish. To execute these goals successfully, we use multiple levels of data to inform instructional decisions, we meet students where they are and accelerate them towards their goals through daily differentiation, we implement culturally responsive practices, and we provide our teachers with consistent professional development to support their own learning and growth.

This year, our priority is focused on increasing student achievement for our English Language Learners. At Voices Academy, about 45% of our students are English Language Learners. In order for our teachers to feel successful and prepared in our priority, we ensure that our teachers are receiving sufficient planning and preparation time, consistent one-on-one coaching, and professional development centered on supporting English Language Learners.

The Voices Academy Leadership Team consists of 5 key members, which include the principal, dean of culture, business manager, instructional coach, and student services manager. Together, we are committed to serving our students, teachers, staff, parents, and families as we provide a quality education with high expectations and the necessary support needed to succeed. I am confident in the direction we are headed, in the work we are doing, and the changes we are making to better serve our teachers, students, and families.

Contact

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

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

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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

School Contact Information (School Year 2023–24)

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	Hugo Torres
Email Address	htorres@voicescharterschool.com
Website	https://voicesacademies.org/
County-District-School (CDS) Code	43694500113662

Last updated: 1/29/24

School Description and Mission Statement (School Year 2023–24)

Voices: College-Bound Language Academy is a TK (transitional kindergarten) to grade 8 charter school in San Jose serving about 360 students. Our founding site is also known as Voices Flagship, and we continue to push for a strong academic foundation that prepares students for high school and higher education while honoring their cultural heritage and identity through our dual immersion program

Our mission is to prepare all students for the challenges of higher education through the context of an academically rigorous dual-immersion program. In addition, we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their culture,

community, and the greater society. Our vision is that all students

graduating from Voices Academy will possess the knowledge, skills, and confidence to succeed in any career path they choose to pursue. As a result, our students will have a sense of social responsibility to make their communities better.

At Voices, we are driven by our mission and vision, and we are guided by our six core values:

Students at the Forefront: Our students are at the core of everything we do, and our students motivate, inspire, and guide us on a daily basis. Every decision is made with their well-being and achievement in mind.

In Lak'ech: This Mayan phrase means, "I am you, you are me." We are a family, and we understand that by showing respect and understanding to others, we are ultimately creating a strong and unified community.

Si Se Puede Attitude: This Spanish phrase means, "Yes, we can!" These Spanish words reflect our people and culture as we aim to never give up and stay positive. This is a reminder that hard work, and positivity are valuable in overcoming all obstacles.

Scholarship: We strive to create life-long learners who value academics and are dedicated to their own education and growth.

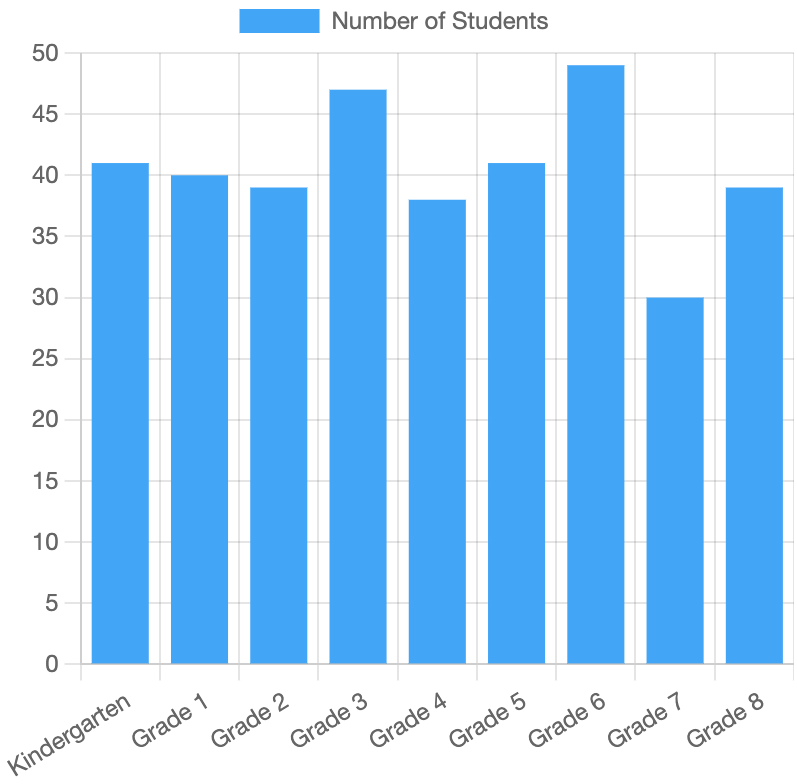
Activism: We also aim for students to be aware of the social justice issues affecting their community and the world. We want to empower our students to use their voice and advocate for the changes they want to see.

Shared Leadership: Everyone, regardless of who they are, has something valuable to offer, share, and contribute to the Voices community. Shared knowledge and accountability allow us all to learn and grow.

Last updated: 1/29/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	41
Grade 1	40
Grade 2	39
Grade 3	47
Grade 4	38
Grade 5	41
Grade 6	49
Grade 7	30
Grade 8	39
Total Enrollment	364



Last updated: 1/22/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	53.30%
Male	46.70%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.80%
Black or African American	0.00%
Filipino	0.30%
Hispanic or Latino	94.20%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.80%
White	2.20%

Student Group (Other)	Percent of Total Enrollment
English Learners	44.80%
Foster Youth	0.30%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	48.90%
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)	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/Incomplete/NA	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: 1/22/24

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)	3.00	16.38%	332.80	79.13%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	16.30	3.88%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	11.30	61.79%	38.90	9.26%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	5.46%	5.50	1.33%	11953.10	4.28%
Unknown/Incomplete/NA	2.90	16.32%	26.90	6.40%	15831.90	5.67%
Total Teaching Positions	18.30	100.00%	420.50	100.00%	279044.80	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: 1/22/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	10.90	8.30
Misassignments	0.00	2.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	10.90	11.30

Last updated: 11/2/23

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	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

Last updated: 11/2/23

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%	16.6%
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%	15.6%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

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) 2007 EL Education (2nd - 4th) 2018 Navigator Literature (5th-6th) 2018	Yes	0
Mathematics	Eureka Math 2015 Achievement First Math 2016	Yes	0
Science	Elevate Science by SAVAAS	Yes	0
History-Social Science	Social Studies Alive! by TCI	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: 1/29/24

School Facility Conditions and Planned Improvements

Voices College-Bound Language Academy makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, we utilized our facilities audit report from Williams Facilities report. 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: 1/30/24

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: September 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	A piece of wallpaper is missing.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	One light out. Custodian replaced the light bulb.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	One faucet in the girls restroom is not working. Drinking fountain not working.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2023

Overall Rating	Good

Last updated: 1/30/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	42%	36%	41%	40%	47%	46%
Mathematics (grades 3-8 and 11)	34%	20%	33%	31%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/12/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	241	236	97.93%	2.07%	35.74%
Female	128	125	97.66%	2.34%	42.40%
Male	113	111	98.23%	1.77%	28.18%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	227	222	97.80%	2.20%	33.48%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	109	105	96.33%	3.67%	20.95%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	117	115	98.29%	1.71%	28.70%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	31	30	96.77%	3.23%	10.00%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/11/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	241	239	99.17%	0.83%	20.17%
Female	128	127	99.22%	0.78%	23.02%
Male	113	112	99.12%	0.88%	16.96%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	227	225	99.12%	0.88%	17.78%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--

English Learners	109	108	99.08%	0.92%	9.26%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	117	117	100.00%	0.00%	14.53%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	31	30	96.77%	3.23%	6.67%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/11/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	6.98%	11.25%	22.71%	21.96%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/11/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	80	100.00%	0.00%	11.25%
Female	34	34	100.00%	0.00%	11.76%
Male	46	46	100.00%	0.00%	10.87%
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	75	75	100.00%	0.00%	10.67%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	38	38	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	42	42	100.00%	0.00%	7.14%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Students with	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

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 2022–23)
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	93%	98%	98%	98%	98%
7	97%	86%	86%	86%	86%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/22/24

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 2023–24)

The collaboration between parents/guardians and the school is an essential part of student success. At Voices Academy we are dedicated to not only working with the students, but their families, as well. We have a strong understanding of our community and families, so we recognize that not every parent/guardian is able to be involved for

different reasons. Just like we meet the students where they are, we also like to meet the families where they are, in order for them to feel supported during their child's educational journey.

At the beginning of the school year, we want to make sure we are aligned with the families on our goals and expectations. So, we do require families to willingly commit to fulfill our Parent Agreement, to adhere and support all school policies outlined in our Family Handbook, and ensure that there is clear communication between them and the school regarding the education and well-being of their child.

Throughout the year, we provide different optional opportunities for families to get involved and get to know our team and school community better. Parents/guardians are always welcomed to sit in during their child's class to observe the learning and activities taking place. We also have parents/guardians volunteer to be in the classroom and support teachers with fun celebrations and academic activities. During our enrichment block, there are some parents/guardians who volunteer to support and conduct activities with the students. We also have school sponsored events, such as Back to School Night, Ice Cream Social, Meet the Principal, Halloween Parade, and Field Day. There are also a series of ELAC meetings and Cafecitos (Principal's Coffee), where families are given updates about the school and information about our LCAP goals. This year, parents/guardians have also been heavily involved and supportive of our various fundraising events, joining teachers on field trips, and chaperoning school dances. This year, we had a parent donate money towards purchasing supplies and paying a team to come on-site and paint fun activities on the blacktop, such as a track for the kindergarten tricycles, hopscotch, and four-sqaure.

We are currently in the process of establishing a Parent/Guardian Committee to support additional parent involvement. Every year, we also encourage families to participate in the Family-School Relationships Surveys conducted in Fall and Spring to gather feedback and identify strengths and areas of needed growth, in order to plan accordingly.

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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	381	370	138	37.3%
Female	204	198	75	37.9%
Male	177	172	63	36.6%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	3	3	0	0.0%
Black or African American	0	0	0	0.0%
Filipino	1	1	0	0.0%
Hispanic or Latino	355	349	134	38.4%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	3	3	0	0.0%
White	8	8	2	25.0%
English Learners	186	181	69	38.1%
Foster Youth	1	1	0	0.0%
Homeless	0	0	0	0.0%

Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	201	192	73	38.0%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	49	48	15	31.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	3.65%	1.05%	0.00%	1.64%	2.49%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/11/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.05%	0.00%
Female	0.98%	0.00%
Male	1.13%	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	0.85%	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	1.08%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.04%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/11/24

School Safety Plan (School Year 2023–24)

Voices College Bound Language Academy shares a comprehensive safety plan to ensure the safety of all students and staff. The 2023-2024 Safety Plan, approved by the Board in August 2023, provides a detailed description of processes for on campus safety. School leaders review the safety protocols at the beginning of the school year as part of teacher and staff training. Once a month a safety drill is conducted by school leaders and feedback is provided to staff.

Last updated: 1/30/24

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00	1	1	0
1	20.00	1	1	0
2	20.00	1	1	0
3	24.00	0	2	0
4	19.00	1	1	0
5	21.00	1	1	0
6	25.00	0	6	0
Other**	0.00	0	0	0

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

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

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	364

* 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: 1/30/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.00
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: 1/30/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15761.00	$5703.00	$10058.00	$73973.00
District	N/A	N/A	--	$99173.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	$89574.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/30/24

Types of Services Funded (Fiscal Year 2022–23)

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 Support/Assist Students

- Dean of Culture to support teachers, students and families with school-site resources and community resources. The Dean of Culture (DoC) supports student behavior and conducts check-ins for individual students as needed, promotes social emotional learning and utilizes restorative practices with students individually, in small groups and with classrooms, DoC conducts parent/guardian workshops and meet with parents/guardians to promote/encourage student engagement, and address absenteeism concerns with families.
- Principal, Business Manager, Student Services Manager and Instructional 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 provide needed supports or to direct students to the Dean of Culture.
- Behaviorists and other contracted staff to support students as needed per IEP
- A Full-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-4 to support students academically and

behaviorally.

- An office clerk that supports with attendance tracking and attendance engagement.

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, 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.**
  - **Professional development sessions focused on lesson internalization, lesson delivery, english learner strategies, data analysis done weekly with all teachers.**
- **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.**

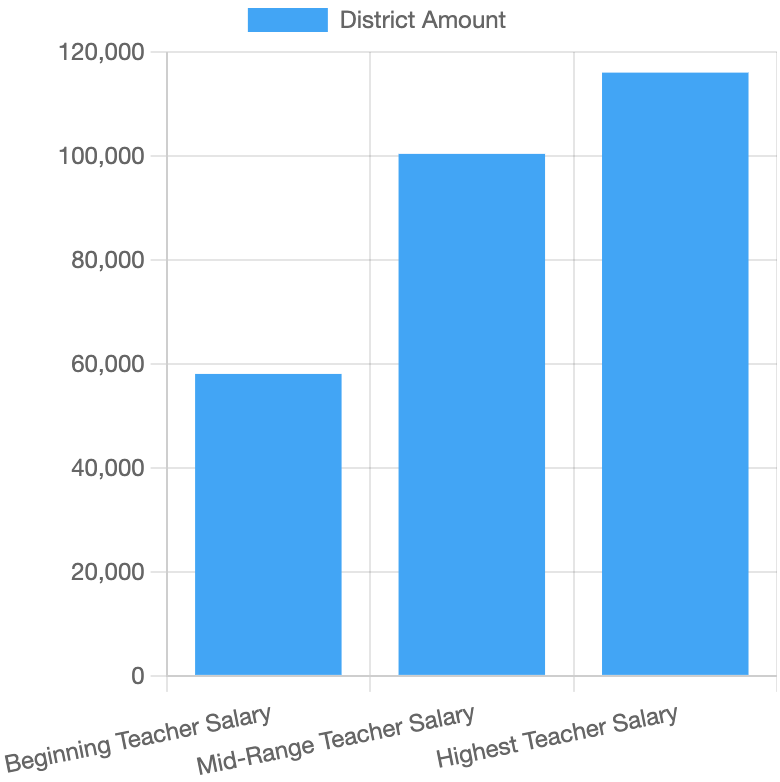
- **The Toolbox Project- This research-based SEL curriculum leverages 12 skills/practices to build coping skills and resiliency w for students to better navigate strong emotions.**

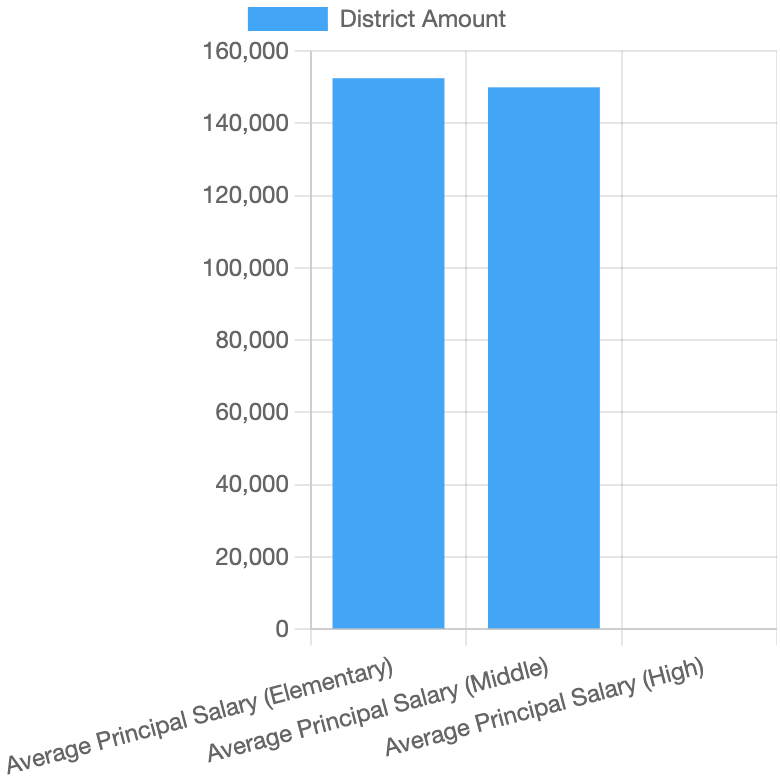
Last updated: 1/29/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$58080.00	$54215.36
Mid-Range Teacher Salary	$100404.00	$86843.27
Highest Teacher Salary	$116035.00	$111440.49
Average Principal Salary (Elementary)	$152465.00	$140851.44
Average Principal Salary (Middle)	$149947.00	$147064.90
Average Principal Salary (High)	$0.00	$142189.00
Superintendent Salary	$254367.00	$252465.94
Percent of Budget for Teacher Salaries	35.00%	33.16%
Percent of Budget for Administrative Salaries	5.83%	5.15%

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





Last updated: 1/11/24

Professional Development

El desarrollo profesional incluye cualquier día que incluya sesiones de planificación intelectual, reuniones de datos, días de análisis de datos de referencia provisionales, vistas previas de evaluaciones guiadas, desembalaje de unidades de red, sesiones de desarrollo profesional de

redes y escuelas tradicionales. Estos días no incluyen días de planificación facilitada ni días de planificación docente.

Medida	2021-22	2022-23	2023-24
Número de días escolares dedicados al desarrollo del personal y la mejora continua	135	105	107

Última actualización: 30/01/24

Voices College-Bound Language Academy at Mt. Pleasant

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	14271 Story Rd. San Jose, CA , 95127-3823	**Principal:**	Mari DeGutierrez
Phone:	408-571-6404	**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 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

Mari DeGutierrez

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

About Our School

At Voices Academy Mount Pleasant, we embark on our 10th year with boundless enthusiasm and a shared commitment to learning and growth. Our school community, comprised of dedicated staff, students, and families, is at the heart of our journey. In this milestone year, we embrace numerous opportunities for personal and collective development through professional development, coursework, and on-site workshops. A testament to our dedication to fostering creativity and leadership skills among our students, we recently celebrated our inaugural student-led Lego contest. This event allowed our students to showcase their imaginative prowess, highlighting the importance of encouraging their unique talents. Informed by a thorough analysis of our latest student assessment results, our Professional Learning Community (PLC) has pledged to incorporate frequent and meaningful small-group lessons in mathematics. This strategic approach ensures that we tailor our teaching methods to meet the diverse needs of our students, fostering an environment where every individual can thrive. Our commitment to refining instructional practices extends to our focus areas for the year: small groups, feedback, and math manipulatives. With an exceptional team of teachers dedicated to helping students achieve their learning targets, we take pride in the impact these practices have on student success.

Furthermore, we are honing our skills in analyzing student work, recognizing its pivotal role in shaping our instructional strategies. Our school's vibrant student culture is a source of pride, with students arriving each day eager to learn and engage in activities that promote our Voices Core Values: Si Se Puede Attitude, Scholarship, In Lak'ech, and Activismo.

As we continue the academic year 2023-2034, we are excited about the prospect of continued growth. Voices Academy Mount Pleasant is not just a school; it is a dynamic community where students, educators, and families collaborate to nurture a passion for learning and excellence. Together, we anticipate and embrace the transformative journey that lies ahead. Si Se Puede!

Contact

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

Phone: 408-571-6404

Email: mdegutierrez@voicescharterschool.com

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

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	www.sccoe.org

School Contact Information (School Year 2023–24)

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	Mari DeGutierrez
Email Address	mdegutierrez@voicescharterschool.com
Website	https://voicesacademies.org
County-District-School (CDS) Code	43104390132530

Last updated: 1/30/24

School Description and Mission Statement (School Year 2023–24)

Voices College-Bound Language Academy at Mount Pleasant holds a profound belief – the conviction that every child deserves an exceptional education. Born from the dedication of a core group of educators deeply committed to achieving educational equity, our vision was to create a school where all children could thrive academically.

Voices Mount Pleasant stands as a testament to this vision, proudly embracing the status of a dual-language immersion charter school. In the initial years, both English and Spanish-speaking students immerse themselves predominantly in the Spanish language, transitioning seamlessly to English in the later years. This deliberate approach results in bilingual students who not only master two

approach results in bilingual students who not only master two languages but also excel academically at elevated levels.

Established in 2015 with the commencement of grades TK, K and 1, Voices College-Bound Language Academy at Mount Pleasant has since expanded, adding a grade each academic year. Currently, our public school serves students from transitional kindergarten through grade eight, providing a comprehensive and transformative educational journey.

At the heart of our philosophy is the commitment to fostering bilingualism and academic excellence. By immersing students in a dual-language environment, we cultivate individuals who not only possess linguistic proficiency in both English and Spanish but also demonstrate high levels of achievement in their academic pursuits.

Voices Mount Pleasant is more than an educational institution; it is a community dedicated to realizing the full potential of each student. Through our innovative language immersion model and unwavering commitment to educational equity, we are shaping future leaders who are not only proficient in multiple languages but are also prepared to excel in a globally competitive world.

As we continue to expand and serve students from diverse backgrounds, Voices College-Bound Language Academy at Mount Pleasant remains steadfast in its mission to provide an excellent education that empowers every child to reach new heights of success. Our journey is a testament to the enduring belief that education has the power to transform lives and build a brighter future for all.

Goals:

In an era where the demands of tomorrow's society surpass traditional expectations, especially for children of color in underserved school communities, our commitment is to elevate the level of competency to unprecedented heights. We recognize that the skills essential for success in the 21st century go beyond conventional norms. Our vision of an educated individual encompasses bilingualism, technological proficiency, a passion for lifelong learning, and the ability to apply knowledge creatively. This empowered individual is equipped to make informed life decisions, value diversity, and actively contribute as a responsible citizen in the community. To meet the challenges of the future, our students must cultivate habits of mind centered on critical thinking and problem-solving, meeting rigorous academic expectations.

Mission:

Voices College-Bound Language Academy at Mount Pleasant is dedicated to preparing all students for the rigors of higher education through an academically rigorous dual-language program. Our mission extends beyond academic achievement; we strive to instill critical thinking skills, enabling students to navigate their roles within their culture and the broader society. By embracing a dual-language approach, we foster an environment where linguistic proficiency converges with academic excellence, preparing our students for the challenges ahead.

Vision:

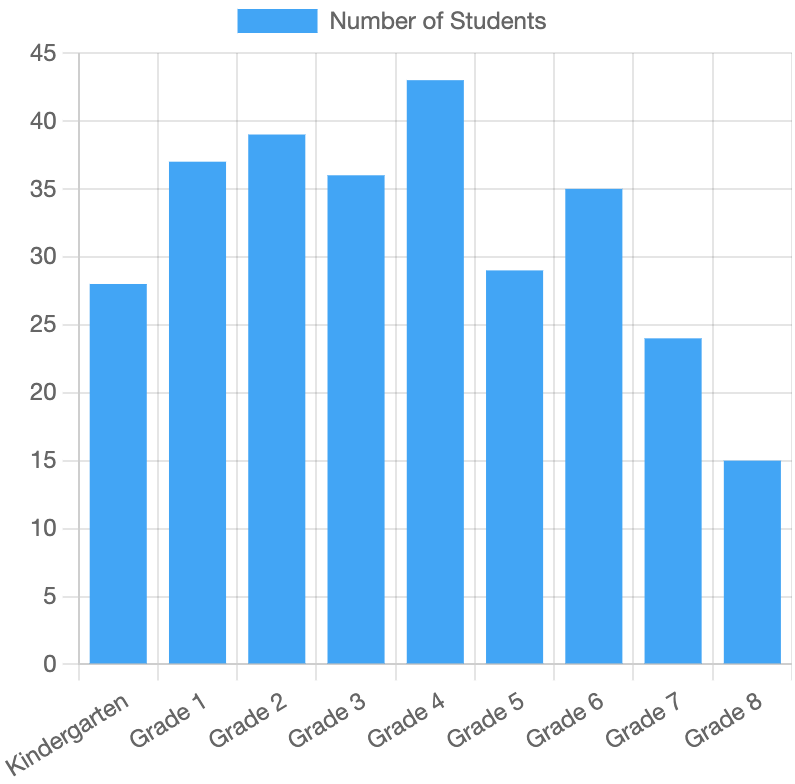
Our vision is for every graduate of Voices College-Bound Language Academy at Mount Pleasant to emerge with the knowledge, skills, and confidence to excel in any chosen career path. Mastery of academic standards and a profound understanding of the subject matter will be the cornerstone of their success. We envision graduates who possess heightened awareness, ability to think critically by questioning the status quo and navigate complexities with adeptness.

Guided by dedicated teachers in a professional and caring community, and supported by parents in a collaborative partnership with the school, students will develop a lifelong intrinsic desire to learn. Their journey will be ingrained with a profound sense of social responsibility, inspiring them to contribute to and enhance their community for the benefit of future generations. Through our collective efforts, we aspire to nurture empowered individuals who are not only academically adept but also compassionate, thoughtful, and ready to positively impact the world around them.

Last updated: 1/30/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	28
Grade 1	37
Grade 2	39
Grade 3	36
Grade 4	43
Grade 5	29
Grade 6	35
Grade 7	24
Grade 8	15
Total Enrollment	286



Last updated: 1/30/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	49.70%
Male	50.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	0.30%
Filipino	0.00%
Hispanic or Latino	98.60%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.70%
White	0.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	54.50%
Foster Youth	0.30%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	64.00%
Students with Disabilities	8.70%

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/Incomplete/NA	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: 1/30/24

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)	3.00	20.01%	367.00	57.38%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	6.67%	61.90	9.68%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.90	73.32%	133.40	20.86%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	32.70	5.11%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	44.50	6.97%	15831.90	5.67%
Total Teaching Positions	14.90	100.00%	639.70	100.00%	279044.80	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: 1/30/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	5.00	5.90
Misassignments	0.00	4.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.00	10.90

Last updated: 11/2/23

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

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%	43.4%
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%	8.6%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education 2018 Navigator 2019	Yes	0
Mathematics	Eureka Math 2016 Achievement First Math 2020 August 2020	Yes	0
Science	Elevate Science by SAVAAS	Yes	0
History-Social Science	Social Studies Alive! by TCI	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: 1/30/24

School Facility Conditions and Planned Improvements

Voices College-Bound Language Academies at Mount Pleasant makes every effort to ensure the school is clean, safe, and

functional.

To assist in this effort, we utilized our facilities audit report from Williams Review. Needed repairs from the FIT 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: 1/30/24

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: September 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Carpet and chewing gum stains. Carpet washing was done in August 2023, may need need carpet replacement.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Light cover, loose outlet, 2 lights out.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	One fire extinguisher seal broken, 2 outdated fire extinguishers. Nickel Fire was contacted and fire extinguishers were replaced.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Broken Blinds. Broken blinds were removed.

Overall Facility Rate

Year and month of the most recent FIT report: September 2023

Overall Rating	Good

Last updated: 1/30/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	25%	18%	50%	47%	47%	46%
Mathematics (grades 3-8 and 11)	11%	14%	43%	43%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/30/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	174	94.57%	5.43%	17.82%
Female	78	74	94.87%	5.13%	17.57%
Male	106	100	94.34%	5.66%	18.00%
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	182	172	94.51%	5.49%	18.02%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	99	94	94.95%	5.05%	7.45%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	126	118	93.65%	6.35%	16.95%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	21	20	95.24%	4.76%	15.00%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/30/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	184	177	96.20%	3.80%	13.56%
Female	78	74	94.87%	5.13%	10.81%
Male	106	103	97.17%	2.83%	15.53%
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	182	176	96.70%	3.30%	13.64%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	99	97	97.98%	2.02%	10.31%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	126	120	95.24%	4.76%	10.83%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	21	19	90.48%	9.52%	31.58%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/30/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	2.33%	4.44%	2.56%	10.00%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/30/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	46	95.83%	4.17%	4.44%
Female	24	23	95.83%	4.17%	8.70%
Male	24	23	95.83%	4.17%	0.00%
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	46	45	97.83%	2.17%	4.55%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	24	24	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	34	32	94.12%	5.88%	3.23%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Students with	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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 2022–23)
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%	90%	84%	84%	84%
7	52%	78%	78%	78%	74%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/30/24

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 2023–24)

At Voices College Bound, we firmly believe in the pivotal role that parent/guardian involvement plays in a student's success. However, our commitment to this principle is grounded in a profound respect for the diverse circumstances that each family may face. Our approach is founded on the belief that no parent/guardian involvement plan should

impose mandatory services, and no student should face adverse

consequences based on a parent's/guardian's level of service or contribution to the school.

We acknowledge that parents/guardians may be able to engage at different levels due to individual-specific family dynamics, work commitments, cultural considerations, and even health issues. At Voices, we prioritize a definition of parent involvement that transcends quantitative measures. What we value above all is parental concern through love, nurturing, and good parenting and support at home for the school's efforts to educate the student.

In alignment with these principles, we offer two levels of parent involvement:

Required:

- Commitment and willingness to fulfill the Parent Agreement.

- Commitment and willingness to adhere to and support all school policies, including those outlined in the Family Handbook.

- Establishment of two-way communication between the school and home, fostering a collaborative approach to the education and well-being of the student.

Encouraged:

- Participation in school-sponsored activities such as Dia de Apoyo, Back to School Night, Parent/Guardian workshops, Cafecitos (Principal's Coffee), etc.

- Involvement in Parent/Guardian Committees, including ELAC and Parent Leadership Team.

- Participation in the Network-wide Family-School Relationships Survey conducted twice a year (Fall and Spring) to gather feedback and identify strengths and areas of needed growth, in order to plan accordingly.

By offering these two levels of involvement, we aim to recognize and respect the unique circumstances of each family, fostering a supportive and inclusive environment where every parent can contribute in a manner that aligns with their individual capacity and preferences. This approach ensures that our community remains united in its commitment to the success and well-being of every student at Voices Mount Pleasant.

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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	315	304	128	42.1%
Female	153	149	66	44.3%
Male	162	155	62	40.0%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	0	0	0.0%
Asian	1	0	0	0.0%
Black or African American	2	2	2	100.0%
Filipino	0	0	0	0.0%
Hispanic or Latino	308	299	124	41.5%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	2	2	1	50.0%
White	1	1	1	100.0%
English Learners	185	180	72	40.0%
Foster Youth	1	1	1	100.0%
Homeless	4	4	4	100.0%

Homeless	4	4	4	100.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	212	204	99	48.5%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	32	30	17	56.7%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	2.20%	0.63%	0.05%	0.94%	1.31%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.63%	0.00%
Female	0.65%	0.00%
Male	0.62%	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	0.65%	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	1.08%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.94%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.13%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/17/24

School Safety Plan (School Year 2023–24)

Voices College Bound Language Academy at Mount Pleasant maintains a comprehensive safety plan to ensure the safety of all students and staff. The 2023-2024 Safety Plan, approved by the Voices Board in August 2023, provides a detailed description of processes for on campus safety. School leaders review the safety protocols with all staff at the beginning of the school year. Once a month safety drills are conducted by school leaders and feedback is provided to staff.

Last updated: 1/29/24

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 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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	14.00	1	1	0
1	19.00	1	1	0
2	20.00	1	1	0
3	18.00	1	1	0
4	22.00	1	1	0
5	29.00	0	1	0
6	18.00	3	3	0
Other**	0.00	0	0	0

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

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

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	281

* 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: 1/30/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
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: 1/30/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$17410.00	$6792.00	$10617.00	$64100.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/23/24

Types of Services Funded (Fiscal Year 2022–23)

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 school-site resources and community resources. The Dean of Culture (DoC) supports student behavior and conducts check-ins for individual students as needed, promotes social emotional learning and utilizes restorative practices with students individually, in small groups and with classrooms, DoC conducts parent/guardian workshops and meetings with parents to promote/encourage student engagement, and addresses absenteeism concerns with families.
- Principal, Student Services Manager, Business Manager and Instructional 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 provide needed supports or to direct students to the Dean of Culture.
- Behaviorists and other contracted staff to support students as needed per IEP
- Full-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-3 to support students academically and

behaviorally.

- An office clerk that supports with attendance tracking and attendance engagement.

Resources/Processes

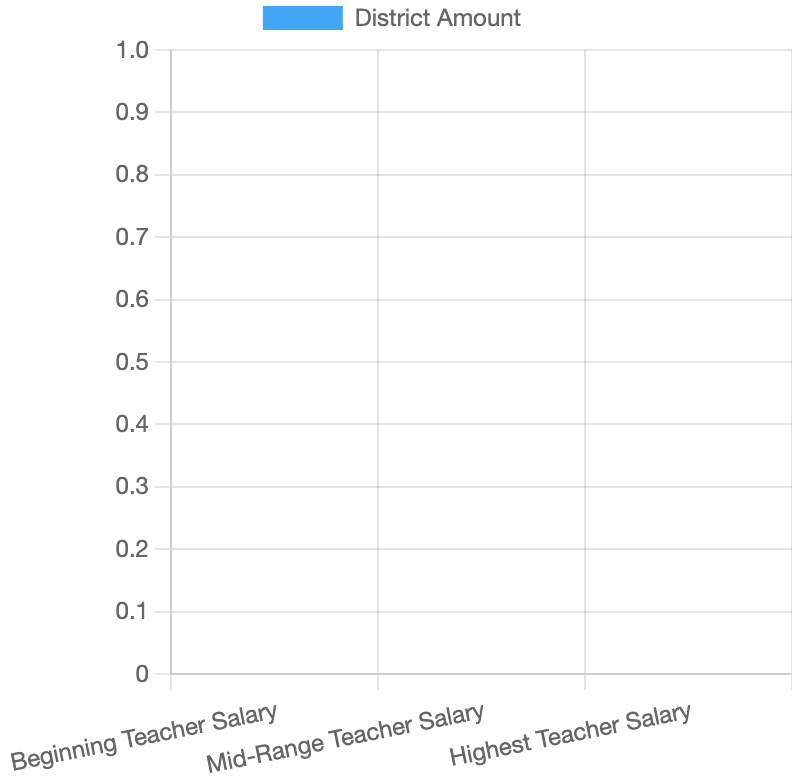
- Academic
  - Tiered Strategies include differentiation within math and literacy blocks, one-on-one and small group time with the teacher or associate teachers, personalized learning platforms, our SST process, our IEP process, positive reinforcement, formal behavior plans, whole-school initiatives 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.
  - Professional development sessions focused on lesson internalization, lesson delivery, english learner strategies, data analysis done weekly with all teachers.
- **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.**

Last updated: 1/30/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$0.00	$0.00
Mid-Range Teacher Salary	$0.00	$0.00
Highest Teacher Salary	$0.00	$0.00
Average Principal Salary (Elementary)	$0.00	$0.00
Average Principal Salary (Middle)	$0.00	$0.00
Average Principal Salary (High)	$0.00	$0.00
Superintendent Salary	$0.00	$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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



Last updated: 1/30/24

Professional Development

Professional development includes any day that included intellectual planning sessions, data meetings, interim benchmark data analysis days, guided assessment previews, network unit unpacking, traditional school and network professional development sessions. These days do not include facilitated planning days, teacher planning days or days when one-on-one coaching sessions occur.

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	70	135	107

Last updated: 1/30/24

Academia de idiomas con destino a la universidad Voices en Morgan Hill

Informe de Responsabilidad Escolar 2022-23

Informado utilizando datos del año escolar 2022-23

Departamento de Educación de California

DIRECCIÓN:	16870 Murphy Ave. Morgan Hill, CA, 95037-2894	**Principal:**	Vicky López
Teléfono:	(408) 791-1700	**Rango de grados:**	K-8

Antes del 1 de febrero de cada año, la ley estatal exige 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. Según la Fórmula de Financiamiento de Control Local (LCFF), todas las agencias educativas locales (LEA) deben preparar un Plan de Responsabilidad y Control Local (LCAP), 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 reportados en un LCAP deben ser consistentes con los datos reportados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a informes de años anteriores, 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 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 de rendición de cuentas (por ejemplo, datos de exámenes, inscripción, graduados de la escuela secundaria, abandonos, inscripciones en cursos, dotación de personal y datos sobre los estudiantes de inglés).

Panel escolar de California

El Panel Escolar de California (Dashboard) https://www.caschooldashboard.org/ refleja el nuevo sistema de mejora continua y responsabilidad de California y proporciona información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel contiene informes que muestran el desempeño de las LEA, las escuelas y los 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 bibliotecas públicas y otros lugares de acceso público (por ejemplo, la Biblioteca Estatal de California). El acceso a Internet en bibliotecas y lugares públicos generalmente se proporciona por orden de llegada. Otras restricciones de uso pueden incluir las horas de funcionamiento, el tiempo que se puede utilizar una estación de trabajo (según la disponibilidad), los tipos de programas de software disponibles en una estación de trabajo y la capacidad de imprimir documentos.

Acerca de esta escuela

Vicky López

Director, Academia de idiomas Voices College-Bound en Morgan Hill

Acerca de nuestra escuela

Este año ha tenido un comienzo energizante a medida que continuamos nuestro trabajo en tres sitios escolares diferentes. Nuestra prioridad escolar este año es diferenciar los apoyos para todos nuestros estudiantes y refinar el arte de nuestros líderes educativos para avanzar en su desarrollo como maestros y aumentar su capacidad para brindar apoyo y apoyo a todos los estudiantes. ¡Nuestra comunidad de padres/tutores continúa participando a través de nuestras reuniones de ELAC y Cafecitos (café de la directora), talleres para padres/tutores, reuniones de eventos escolares y más! También estamos entusiasmados de ver el crecimiento de nuestra cultura orientada a la universidad que hace que nuestros estudiantes estén ansiosos por aprender más sobre los caminos para su futuro y construir una comunidad entre ellos.

Cada año continuamos reflexionando sobre nuestra visión escolar y trabajando como un equipo de liderazgo unido para avanzar en el crecimiento de nuestros estudiantes y nuestra comunidad. Contamos con un equipo comprometido de maestros y especialistas en educación que están dedicados al éxito de nuestros estudiantes y sabemos que con nuestro enfoque basado en datos, ¡solo seguiremos creciendo! Estamos emocionados de ver lo que nos deparará el resto del año escolar 2023-2024, ¡si se puede!

Contacto

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16870 Murphy Ave.
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Teléfono: (408) 791-1700
Correo electrónico: vlopez@voicescharterschool.com

Información de contacto (año escolar 2023-24)

Información de contacto del distrito (año escolar 2023-24)

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

Información de contacto de la escuela (año escolar 2023-24)

Nombre de escuela	Academia de idiomas con destino a la universidad Voices en Morgan Hill
Calle	16870 Avenida Murphy.
Código postal	Morgan Hill, California, 95037-2894
Número de teléfono	(408) 791-1700
Principal	Vicky López
Dirección de correo electrónico	vlopez@voicescharterschool.com
Sitio web	www.voicesacademies.org
Código de condado-distrito-escuela (CDS)	43104390131748

Última actualización: 22/01/24

Descripción de la escuela y declaración de misión (año escolar 2023-24)

La visión de Voices College-Bound Language Academy en Morgan Hill nació de la creencia de que cada niño tiene 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 College-Bound Language Academy en Morgan Hill es una escuela autónoma de inmersión lingüística, donde los estudiantes de habla inglesa y española aprenden principalmente en español los primeros años de escuela y luego cambian al inglés en los últimos años,

lo que resulta en estudiantes bilingües que logran al menos niveles altos. Voices Morgan Hill abrió sus puertas en 2015 con los grados TK, K y 1, y ha aumentado un grado cada año escolar. Ahora estamos a plena capacidad atendiendo a estudiantes desde jardín de infantes de transición hasta octavo grado. Este año, estamos ubicados temporalmente en tres escuelas en Morgan Hill y esperamos mudarnos a nuestras nuevas instalaciones el próximo año en 2024-25. Hemos visto mucho éxito en nuestro personal y en la cultura estudiantil en los últimos años, y esperamos tener nuestro hogar para siempre, donde podamos esforzarnos y esforzarnos para alcanzar nuestras metas académicas.

Objetivos:

Las habilidades necesarias en la sociedad del mañana son diferentes de las que tradicionalmente se otorgan a los niños de color en comunidades escolares desatendidas, y el nivel de competencia requerido es más alto que nunca. Una persona educada en el siglo XXI es una persona bilingüe, tecnológicamente competente, que aprende durante toda la vida y está entusiasmada por adquirir nuevos conocimientos y aplicarlos a situaciones novedosas. Una persona educada es capaz de tomar decisiones de vida informadas basadas en la conciencia y la comprensión de todas las posibilidades de la vida y es un ciudadano activo en la comunidad que tiene una 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. Preparamos a nuestros estudiantes para este nuevo mundo y economía brindándoles oportunidades educativas basadas en principios pedagógicos basados en la investigación.

Misión:

Voices College-Bound Language Academy en Morgan Hill preparará a todos los estudiantes para los desafíos de la educación superior a través del contexto de un programa de lenguaje dual académicamente riguroso. 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 Morgan Hill 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

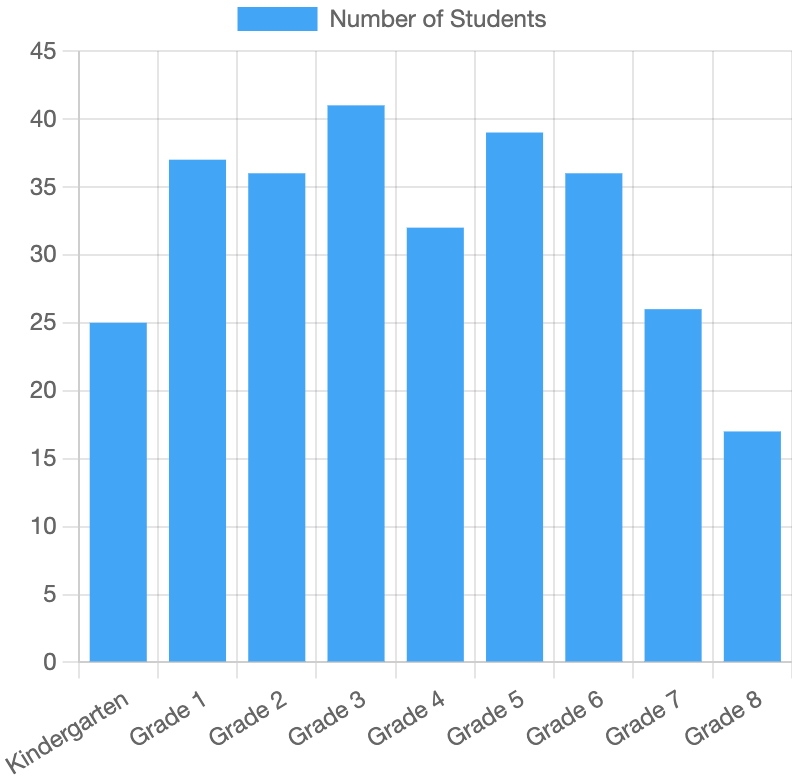
tendrán una mayor conciencia de las infinitas posibilidades para su

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 y solidaria impulsada por el aprendizaje de los estudiantes y padres que trabajan en asociación con la escuela, los estudiantes tendrán un deseo intrínseco de aprender durante toda su vida y un sentido de responsabilidad social para hacer de su comunidad. mejor para los que vienen detrás de ellos.

Última actualización: 29/01/24

Matriculación de estudiantes por nivel de grado (año escolar 2022-23)

Nivel de grado	Numero de estudiantes
Jardín de infancia	25
Grado 1	37
Grado 2	36
Grado 3	41
Grado 4	32
Grado 5	39
Grado 6	36
Grado 7	26
Grado 8	17
Matrícula Total	289



Última actualización: 16/01/24

Matrícula de estudiantes por grupo de estudiantes (año escolar 2022-23)

grupo de estudiantes	Porcentaje de inscripción total
Femenino	49,50%
Masculino	50,50%
No binario	0,00%
Indio americano o nativo de Alaska	0,00%
asiático	1,00%
Negro o afroamericano	0,00%
filipino	0,30%
hispano o latino	97,90%
Nativo de Hawái o de las islas del Pacífico	0,00%
Dos o mas carreras	0,00%
Blanco	0,70%

Grupo de estudiantes (otro)	Porcentaje de inscripción total
Estudiantes de inglés	59,90%
Jóvenes de crianza	0,00%
Sin hogar	0,00%
Inmigrante	0,00%
Desfavorecidos socioeconómicamente	64,70%
Estudiantes con discapacidades	9,00%

A. Condiciones de aprendizaje

Prioridad estatal: básica

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

- Grado en el que los maestros están adecuadamente asignados y plenamente acreditados en el área temática y para los alumnos a los que enseñan;
- Los alumnos tienen acceso a materiales educativos 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	Porcentaje del distrito	Número de estado	Porcentaje estatal
Completamente (preliminar o clara) acreditada para materias y colocación de estudiantes (debidamente asignada)	3.00	23,08%	375.30	58,14%	228366.10	83,12%
Titulares de credenciales de pasante debidamente asignadas	4.00	30,77%	48,80	7,56%	4205.90	1,53%
Maestros sin credenciales y asignaciones erróneas (“ineficaces” según ESSA)	6.00	46,15%	101.70	15,76%	11216.70	4,08%
Maestros acreditados asignados fuera del campo (“fuera del campo” según ESSA)	0.00	0,00%	47.10	7,30%	12115.80	4,41%
Desconocido/Incompleto/NA	0.00	0,00%	72,50	11,24%	18854.30	6,86%
Total de puestos docentes	13.00	100.00%	645.50	100.00%	274759.10	100.00%

Nota: Los datos de esta tabla se basan en el estado equivalente a tiempo completo (FTE). Un 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 de tiempo completo. Además, una tarea se define como un puesto que se asigna a un educador según el entorno, la materia y el nivel de grado. Una autorización se define como los servicios que un educador está autorizado a brindar a los estudiantes.

Última actualización: 16/01/24

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)	2.00	13.05%	367.00	57.38%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	6.53%	61.90	9.68%	4853.00	1.74%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	12.30	80.42%	133.40	20.86%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	32.70	5.11%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	44.50	6.97%	15831.90	5.67%
Total Teaching Positions	15.30	100.00%	639.70	100.00%	279044.80	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: 1/16/24

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

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	6.00	9.30
Misassignments	0.00	2.90
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	6.00	12.30

Last updated: 11/2/23

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

Last updated: 11/2/23

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%	23.8%
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%	16.6%

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: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	EL Education 2018 Navigator Literature 2019 Estrellitas 2016	Yes	0
Mathematics	Eureka Math 2016 Achievement First Math 2020	Yes	0
Science	Elevate Science by SAVAAS	Yes	0
History-Social Science	Social Studies Alive! by TCI?	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: 1/29/24

School Facility Conditions and Planned Improvements

Voices College-Bound Language Academy at Morgan Hill makes

every effort to ensure all three temporary Voices Morgan Hill sites are clean, safe, and functional. To assist in this effort for this year, we utilized our facilities audit report from the Williams Act Review. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded to support and maintain safe, clean and secure campuses. 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: 1/29/24

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: September 2023

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Stained ceiling tiles. The property manager was contacted to replace tiles.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Poor	Fire extinguishers are outdated. Hooks missing. Cintas was contacted and fire extinguishers were replaced. Hooks were reattached to the walls to hold fire extinguishers in place.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: September 2023

Overall Rating	Good

Last updated: 1/29/24

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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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 completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	33%	32%	50%	47%	47%	46%
Mathematics (grades 3-8 and 11)	25%	29%	43%	43%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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 CAA divided by the total number of students who participated in both assessments.

Last updated: 1/17/24

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	185	184	99.46%	0.54%	31.52%
Female	84	84	100.00%	0.00%	32.14%
Male	101	100	99.01%	0.99%	31.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	182	181	99.45%	0.55%	31.49%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	108	107	99.07%	0.93%	20.56%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	132	132	100.00%	0.00%	32.58%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	17	100.00%	0.00%	23.53%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/17/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	185	184	99.46%	0.54%	28.80%
Female	84	84	100.00%	0.00%	21.43%
Male	101	100	99.01%	0.99%	35.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	182	181	99.45%	0.55%	28.73%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--

English Learners	108	108	100.00%	0.00%	11.11%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	132	131	99.24%	0.76%	28.24%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	17	100.00%	0.00%	11.76%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/17/24

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 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	18.00%	7.55%	2.56%	10.00%	29.47%	30.29%

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 CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
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: 1/17/24

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	53	53	100.00%	0.00%	7.55%
Female	22	22	100.00%	0.00%	9.09%
Male	31	31	100.00%	0.00%	6.45%
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	52	52	100.00%	0.00%	7.69%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	36	36	100.00%	0.00%	2.78%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	43	43	100.00%	0.00%	6.98%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Informe de Responsabilidad Escolar

Students with	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Disabilities					

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

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 2022–23)
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	97%	97%	97%	97%	97%
7	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/22/24

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 2023–24)

We strongly believe that parent/guardian involvement is key to a student's success. However, no parent/guardian involvement plan shall require mandatory services from parents, and under no circumstances shall any student suffer any adverse consequences based upon a parent's/guardian's level of service or contribution to the school. We

recognize that every parent/guardian is able to be involved at different levels due to individual specific family, work, and/or cultural reasons and even health issues. The definition of parent/guardian 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/guardian 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 (Parent/Guardian workshops, Cafecitos (Principal's Coffee) and Voices Middle School Parent/Guardian Meetings etc.), Parent/Guardian Committees (ELAC and Parent Leadership Team, etc.) and participation in the Network-wide Family-School Relationships Survey conducted twice a year (Fall and Spring) to gather feedback and identify strengths and areas of needed growth, in order to plan accordingly.

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 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	300	292	110	37.7%
Female	147	141	57	40.4%
Male	153	151	53	35.1%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	0	0	0	0.0%
Asian	3	3	2	66.7%
Black or African American	0	0	0	0.0%
Filipino	1	1	0	0.0%
Hispanic or Latino	294	286	107	37.4%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	0	0	0	0.0%
White	2	2	1	50.0%
English Learners	203	197	79	40.1%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%

Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	191	188	62	33.0%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	31	31	20	64.5%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

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

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022–23
Suspensions	0.00%	0.98%	0.67%	0.05%	0.94%	1.31%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/17/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.67%	0.00%
Female	0.68%	0.00%
Male	0.65%	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	0.68%	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	0.49%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.05%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/17/24

School Safety Plan (School Year 2023–24)

Voices College Bound Language Academy at Morgan Hill maintains a comprehensive safety plan to ensure the safety of all students and staff. The 2023-2024 Safety Plan, approved by the Voices Board in August 2023, provides a detailed description of processes for on campus safety. School leaders review the safety protocols at the beginning of the school year. Once a month safety drills are conducted by school leaders and feedback is provided by and to staff.

Last updated: 1/30/24

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 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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	13.00	1	1	0
1	19.00	1	1	0
2	18.00	1	1	0
3	21.00	1	1	0
4	16.00	1	1	0
5	20.00	1	1	0
6	18.00	3	3	0
Other**	0.00	0	0	0

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

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

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	289

* 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: 1/30/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
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: 1/30/24

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14601.00	$6814.00	$7787.00	$70461.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$7606.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/22/24

Types of Services Funded (Fiscal Year 2022–23)

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 Support/Assist Students

Dean of Culture to support teachers, students and families with on school-site resources and community resources. The Dean of Culture (DoC) supports student behavior and conducts check-ins for individual students as needed, promotes social emotional learning and utilizes restorative practices with students individually, small groups and with classrooms, DoC conducts parent/guardian workshops and meet with parents/guardians to promote/encourage student engagement, and address absenteeism concerns with families.

Principal, Business Manager, DoC, Student Services Manager and Instructional 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 provide needed supports or to direct students to the Dean of Culture.

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, 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.
- Professional development sessions focused on lesson internalization, lesson delivery, english learner strategies, data analysis done weekly with all teachers.

Curriculum includes Eureka Math, EL Education for language arts, Systematic ELD for designated ELD. All students have access to curriculum, and Voices Morgan Hill successfully passed its Williams Act review in 2023-24. Teachers also have access to internal resources and additional curriculum around phonemic awareness, guided reading, phonics, sight words and other literacy domains.

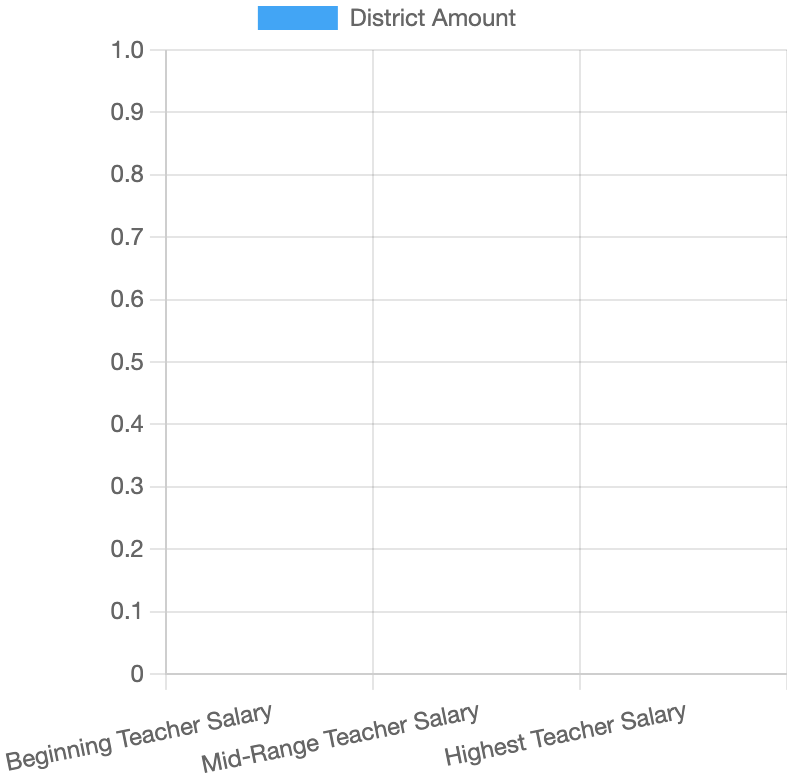
- **SEL**
  - **Weekly Plaza - Typically led by principal or Dean of Culture with a focus on school culture and building character traits or centering on what behaviors related to strong values looks like. Includes celebrations of students in academics and Student of the Month.**
  - **SEL Check Ins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

Last updated: 1/30/24

Teacher and Administrative Salaries (Fiscal Year 2021–22)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$0.00	$0.00
Mid-Range Teacher Salary	$0.00	$0.00
Highest Teacher Salary	$0.00	$0.00
Average Principal Salary (Elementary)	$0.00	$0.00
Average Principal Salary (Middle)	$0.00	$0.00
Average Principal Salary (High)	$0.00	$0.00
Superintendent Salary	$0.00	$0.00
Percent of Budget for Teacher Salaries	0.00%	0.00%
Percent of Budget for Administrative Salaries	0.00%	0.00%

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



Last updated: 1/29/24

Professional Development

El desarrollo profesional incluye cualquier día que incluya sesiones de planificación intelectual, reuniones de datos, días de análisis de datos de referencia provisionales, vistas previas de evaluaciones guiadas, desembalaje de unidades de red, sesiones de desarrollo profesional de redes y escuelas tradicionales. Estos días no incluyen días de planificación facilitada, días de planificación de maestros o días en los que se realizan sesiones de capacitación individuales.

Medida	2021-22	2022-23	2023-24
Número de días escolares dedicados al desarrollo del personal y la mejora continua	135	135	95

Última actualización: 29/01/24

Coversheet

Approve J-13 A for Voices Stockton, Morgan Hill, and Flagship

Section:	III. Consent Agenda
Item:	F. Approve J-13 A for Voices Stockton, Morgan Hill, and Flagship
Purpose:	Vote
Submitted by:	
Related Material:	Stockton-j13a_v2.pdf Morgan Hill-j13a.pdf Flagship-j13a.pdf

REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

Form J-13A

(Revised December 2017)

California Department of Education

School Fiscal Services Division
Website: https://www.cde.ca.gov/fg/
Telephone: 916-324-4541
Email: attendanceaccounting@cde.ca.gov

Form J-13A Instructions

Why file:

The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A is used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code* (*EC*) Section 41422.
- When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *California Code of Regulations* (*CCR*), Title 5, Section 428.
- When attendance records have been lost or destroyed as described in *EC* Section 46391.

The California Department of Education's (CDE) approval of the J-13A, combined with other attendance records, serve to document the local educational agency's (LEA) compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA's Local Control Funding Formula (LCFF) funding.

How to file:

The Form J-13A is available at https://www.cde.ca.gov/fg/aa/pa/j13a.asp. Also available on the J-13A Web page are FAQs and supplemental pages for sections B and C in Excel format. All affidavits must have original signatures.

Charter schools must file separately from the authorizing school district or county office of education (COE).

The LEA governing board must approve each request by completing Section E, Affidavit of School District, County Office of Education, or Charter School Governing Board Members. Once the majority of the governing board members have approved the request, the LEA should keep a copy of the request and then submit the original to the county superintendent who must approve the request before it can be submitted to the State Superintendent of Public Instruction, CDE. Charter schools must submit the request to their authorizing LEA for approval, who will then forward to the county superintendent for approval.

The following summarizes the J-13A submittal and CDE review process:

- The county superintendent executes the Affidavit of County Superintendent of Schools, certifying the approval.
- The COE should keep a copy of the request and mail the original request to the listed CDE address.
- Once CDE has received the Form J-13A, the request will go through a review process. If the request is approved, CDE will e-mail the approval letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the approval letter. If the request is denied, CDE will e-mail the denial letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the denial letter.

Where to file:

Mail the entire original Form J-13A to:

School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

General Instructions:

- Multiple emergency events and schools may be included on one Form J-13A. Be sure to include specific detailed information and supporting documents for each event and school.
- If the emergency event resulted in a closure and material decrease, complete sections B and C.
- Supplemental pages for sections B and C are available in Excel format for a request that requires more lines than allocated on Form J-13A.
- Attach supporting documentation. Redact any personally identifiable information. Examples of required supporting documentation:
  - Declaration of a State of Emergency
  - News articles
  - E-mails
  - Invoices

Form J-13A Instructions

- A local safety officer letter for any incident involving police activity, threats, cyber threats, etc.
- A county public health officer letter for any incident involving epidemic-type illness. The letter is to specify that the illness was an epidemic or that there was an increase in the number of cases of a disease above what is normally expected of the population in that area.

SECTION A: REQUEST INFORMATION

Refer to the California School Directory at https://www.cde.ca.gov/schooldirectory/ for information needed to complete this section.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

- □□□ □□m□± □□W□W□ □□m□o□W□s□□oo□ □sW□W□□□□o□□□□W□s□□oo□sX□m□W□W□□ W□ □o□m □□□□□□

- County Code – Enter the two-digit county code associated with this entity.

- District Code – Enter the five-digit district code associated with this entity.

- Charter Number – If this request is for a charter school, enter the charter number associated with this entity.

- □□□ □X□□□□W□□□□Wo□□□m□□sW□W□□□m□± □□W□W□ □□m□o□W□ sX□□□□W□□□□Wo□ □□m□□sW□Wo□□sso□□□W□Z□W□W□s □□W□W□

- Fiscal Year – Enter the fiscal year of the requested emergency closure, material decrease and/or lost or destroyed attendance records.

- Address – Enter the LEA's full address including:
  - Number and street
  - County name
  - City
  - State
  - Zip code

- Contact Information – Enter a contact person for this request. Include the following:
  - Name
  - Title
  - Phone number
  - E-mail address

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST

Select the LEA type associated with the request and, for a school district or COE request, if all or select school sites are included in the request. Only one LEA type may be selected.

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST

Read each condition carefully and select one or more that apply to this request. In addition, indicate if the request is associated with a Declaration of a State of Emergency by the Governor of California.

SECTION B: SCHOOL CLOSURE

This section is used for closures pursuant to *EC* Section 41422. If the request does not include any school closures, select the "Not Applicable" box on the top right corner and proceed to Section C.

PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the school closure.

PART II: SCHOOL INFORMATION

The fields below correspond to the columns on Form J-13A.

A. School Name – Enter the school name of each school closed on a separate line. Use the supplemental Excel form at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.

B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at https://www.cde.ca.gov/schooldirectory/ to locate the school code.

□. Site Type – Enter the site type associated with the school listed in Column A. This site information is need for CDE to determine the specific instructional time requirements for the listed school. Choose one of the following site type options:
  - Charter School
  - Community Day
  - Continuation School
  - County Community
  - Juvenile Court School

Form J-13A Instructions

- Opportunity School
- Special Education
- Traditional

D. Days in School Calendar – Provide the number of days in the school calendar. Attach a copy of the school calendar to the request. If the request includes multiple schools, attach a copy of each different school calendar and clearly identify which schools follow each calendar. If all schools have the same school calendar, note “all schools” at the top of the calendar.

E. Emergency Days Built In – Provide the number of additional days the school has built in to the school calendar to use as make-up days for emergency closures.

F. Built In Emergency Days Used – Provide the number of built in emergency days the school has used so far in the school year.

G. Date(s) of Emergency Closure – Enter the date(s) closed for the emergency in the current request.

H. Closure Dates Requested – Of the dates provided in Column G, enter the dates the school will not be able to make-up, and is requesting as part of the Form J-13A.

I. Total Number of Days Requested – Enter the total number of days for the dates requested in Column H.

PART III: CLOSURE HISTORY

In this section, provide the closure history for the current and five prior fiscal years for all schools included in the request, regardless if a J-13A request was submitted. For example, if a school had multiple closures in one year, group the closures by fiscal year and nature.

School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
School #1	0123456	2016-17	12/5, 2/10	Flooding	Yes
School #1	0123456	2016-17	4/17-4/18	Power Outage	No
School #1	0123456	2015-16	12/15-12/6	Road Closures	Yes

SECTION C: MATERIAL DECREASE

This section is used to claim attendance for material decreases pursuant to *EC* Section 46392. If the request does not include any credits for a material decrease in attendance, select the “Not Applicable” box on the top right corner and proceed to Section D.

If the attendance of an LEA or a school is less than or equal to 90 percent of "normal" attendance for a reasonable time during or after an emergency event, the LEA may assume that a case exists for claiming emergency attendance credit for the "material decrease" of attendance. According to *CCR*, Title 5, Section 428, “normal” attendance is the average daily attendance (ADA) for the month of either October or May of the same school year. If the emergency occurred between July and September of the current year, the LEA must wait to submit the request until after October ADA of the current year can be calculated. The October or May ADA is used as a proxy for a normal day of attendance for the emergency day. However, if an emergency occurs in October or May, the LEA may request to use a different month as a proxy for a normal day of attendance for the emergency day.

Pursuant to *EC* Section 46392, the 90 percent threshold may be waived when the Governor has declared a “State of Emergency.” A copy of the Governor’s declaration should be included in the submittal. Any reduction of attendance in a necessary small school (NSS), even if less than 10 percent, may be considered material.

Attendance must be provided at the school site level. Approval of a districtwide material decrease is contingent upon the inclusion of all district sites, and a districtwide percentage of 90 percent or less on each emergency day. For non-districtwide emergencies, each school must meet the 90 percent threshold on each emergency day for approval of attendance credit.

PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the material decrease in attendance. Provide a detailed explanation for any gap in between emergencies. Request should be accompanied by supporting documents, if applicable.

PART II: MATERIAL DECREASE CALCULATION

The information provided in Parts II and III will be used to determine if the loss of attendance meets the 90 percent threshold for attendance credit approval (except when the governor declares a state of emergency or in the case of a NSS site), and to calculate the estimated attendance credit

Form J-13A Instructions

amount. The fields below correspond to the columns on Form J-13A.

A. School Name – Enter the school name of each school requesting attendance credit on a separate line. Use the supplemental Excel form at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.

B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at https://www.cde.ca.gov/schooldirectory/ to locate the school code

C. "Normal" Attendance – Provide the ADA for the school month of October or May of the same school year.

   A school month is 20 days, or four weeks of five days each, including legal holidays but excluding weekend makeup classes (*EC* Section 37201). The school calendar begins on the first Monday of the week that includes July 1 or the Monday of the first week of school. As a result, school months can be split between September and October; October and November; April and May; May and June. Therefore, the CDE advises LEAs to use the school month that has the most school days in either October or May.

D. Dates Used for Determining "Normal" Attendance – Enter the date range of the school month used to provide the ADA in Column C.

E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**

F. Actual Attendance – Provide the actual attendance for the school site on the date of emergency listed in Column E.

G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance adjustment when the Actual Attendance (Column F) divided by the "Normal" Attendance (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.

H. Net Increase of Apportionment Days (C-F) – Calculated field. The Actual Attendance (Column F) is subtracted from the "Normal" Attendance (Column C) to determine the Net Increase of Apportionment Days (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

   If the request is approved, CDE's approval letter will include the total net increase of apportionment days, which may differ from the amount shown. The LEA will then divide this number by the days in the applicable P-1, P-2, or Annual reporting period to determine the ADA increase.

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS

Continuation education is an hourly program, therefore the attendance must be provided in hours for continuation schools. Three hours equals one apportionment day. The fields below correspond to the columns on Form J-13A.

A. School Name – Enter the school name of each continuation school requesting attendance credit on a separate line. Use the supplemental Excel file at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than five lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.

B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at https://www.cde.ca.gov/schooldirectory/ to locate the school code.

Form J-13A Instructions

C. "Normal" Attendance Hours – Provide the attendance hours for the continuation school on the same day of the week prior to, or the week following the emergency.

Example: If the emergency day is on a Tuesday, provide the attendance hours on the Tuesday of the week prior to or following the emergency.

D. Date Used for Determining "Normal" Attendance – Enter the date of the school day used to provide the attendance hours in Column C.

E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**

F. Actual Attendance Hours – Provide the actual attendance hours for the continuation school on the date of emergency.

G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance adjustment when the Actual Attendance Hours (Column F) divided by the "Normal" Attendance Hours (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.

H. Net Increase of Hours (C-F) – Calculated field. The Actual Attendance Hours (Column F) is subtracted from the "Normal" Attendance Hours (Column C) to determine the Net Increase of Hours (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

If the request is approved, the approval letter will include the total net increase of hours for all continuation schools on the form, which may differ from the amount shown. The LEA will then convert the hours to apportionment days and divide this number by the days in the applicable P-1, P-2, or Annual reporting period to determine the ADA increase.

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

If this request does not include any lost or destroyed attendance records, select the "Not Applicable" box on the top right corner and proceed to Section E.

PART I: PERIOD OF REQUEST

Enter the dates of the records that were lost or destroyed.

PART II: CIRCUMSTANCES

Provide a detailed explanation on the emergency condition(s) and the extent of the lost or destroyed records.

PART III: PROPOSAL

Provide a detailed proposal or estimation in the allotted space.

SECTION E: AFFIDAVIT

A completed affidavit is required before submitting the entire Form J-13A request to CDE.

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS

- Enter the name of the school district, COE, or charter school.
- Enter the names of the all the board members.
- At least a majority of the board members must sign this affidavit.
- The governing board signatures must be witnessed. The witness person must complete the following fields:
  - Witnessed date
  - Name
  - Signature
  - Title
  - County name

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER

Only complete for a charter school request. Once the governing board members and witness fields have been completed, this request will be submitted to the charter school's authorizer for approval. An authorizer for a charter school may be

Form J-13A Instructions

a school district, COE or State Board of Education. If approved, the superintendent of the charter school's authorizer will complete the following fields:

- Name
- Signature
- Authorizing LEA Name

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

All requests must go to the COE for approval. If approved, the COE will complete Part III of the affidavit. The county superintendent's signature must be witnessed.

- Name of the County Superintendent of Schools (or designee)
- Signature of the County Superintendent of Schools (or designee)
- Witnessed date
- Witness name
- Witness signature
- Witness title
- County name
- Contact person/individual responsible for completing the county affidavit. Include the contact person's name, title, phone number and e-mail address.

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K–12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at https://www.cde.ca.gov/fg/aa/pa/j13a.asp for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME:	COUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
Voices College-Bound Language Academy at Stockton	39	68676	2077

LEA SUPERINTENDENT OR ADMINISTRATOR NAME:	FISCAL YEAR:
Lizzette Ramirez, COO	

ADDRESS:	COUNTY NAME:
321 E Weber Ave	San Joaquin

CITY:	STATE:	ZIP CODE:
Stockton	CA	95202-2707

CONTACT NAME:	TITLE:	PHONE:	E-MAIL:
Lizzette Ramirez	COO	408-314-8640	lramirez@voicescharterschool.com

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type)**:**

☐ SCHOOL DISTRICT	☐ COUNTY OFFICE OF EDUCATION (COE)	◉ CHARTER SCHOOL
Choose one of the following: ☐ All district school sites ☐ Select district school sites	Choose one of the following: ☐ All COE school sites ☐ Select COE school sites	

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

◉ **SCHOOL CLOSURE:** When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ **MATERIAL DECREASE:** When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ **LOST OR DESTROYED ATTENDANCE RECORDS:** When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION B: SCHOOL CLOSURE

☐ **Not Applicable (Proceed to Section C)**

PART I: NATURE OF EMERGENCY (Describe in detail.)

☐ **Supplemental Page(s) Attached**

2/5/24 closure: School cancellations due to extreme weather and poweroutages.Surrounding district, Stockton Unified School District, closed as well.
2/28/24 closure: Closed by Police due to shooting/suspected shooting near the school.

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
Voices College-Bound Language Academy at Stockton	0139907	Charter	175	0	0	2/5/2024	2/5/2024	1
Voices College-Bound Language Academy at Stockton	0139907	Charter	175	0	0	2/28/24	2/28/24	1

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
Voices College-Bound Language Academy at Stockton	0139907	2022-23	1/10/2023	Power outage	Y

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION C: MATERIAL DECREASE

☉ **Not Applicable (Proceed to Section D)**
☐ **Supplemental Page(s) Attached**

PART I: NATURE OF EMERGENCY (Describe in detail.)

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-			0	0
			-				0
			-				0
			-				0
			-				0
			-				0
			-				0
			-				0
			-				0
			-				0
	Total:	0			0		0

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
							0
						0	0
						0	0
						0	0
						0	0
	Total:	0			0		0

**Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.*

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

☉ **Not Applicable (Proceed to Section E)**

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of _____, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names	**Board Members Signatures**

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ _____ Title: _____ of _____ County, California
(Name) (Signature)

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ _____ Authorizing LEA Name: _____
(Name) (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____ _____
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ _____ Title: _____ of _____ County, California
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: _____ Title: _____ Phone: _____ E-mail: _____

PRINT FORM

Powered by BoardOnTrack

REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

Form J-13A

(Revised December 2017)

California Department of Education

School Fiscal Services Division
Website: https://www.cde.ca.gov/fg/
Telephone: 916-324-4541
Email: attendanceaccounting@cde.ca.gov

Form J-13A Instructions

Why file:

The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A is used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code* (*EC*) Section 41422.
- When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *California Code of Regulations* (*CCR*), Title 5, Section 428.
- When attendance records have been lost or destroyed as described in *EC* Section 46391.

The California Department of Education's (CDE) approval of the J-13A, combined with other attendance records, serve to document the local educational agency's (LEA) compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA's Local Control Funding Formula (LCFF) funding.

How to file:

The Form J-13A is available at https://www.cde.ca.gov/fg/aa/pa/j13a.asp. Also available on the J-13A Web page are FAQs and supplemental pages for sections B and C in Excel format. All affidavits must have original signatures.

Charter schools must file separately from the authorizing school district or county office of education (COE).

The LEA governing board must approve each request by completing Section E, Affidavit of School District, County Office of Education, or Charter School Governing Board Members. Once the majority of the governing board members have approved the request, the LEA should keep a copy of the request and then submit the original to the county superintendent who must approve the request before it can be submitted to the State Superintendent of Public Instruction, CDE. Charter schools must submit the request to their authorizing LEA for approval, who will then forward to the county superintendent for approval.

The following summarizes the J-13A submittal and CDE review process:

- The county superintendent executes the Affidavit of County Superintendent of Schools, certifying the approval.
- The COE should keep a copy of the request and mail the original request to the listed CDE address.
- Once CDE has received the Form J-13A, the request will go through a review process. If the request is approved, CDE will e-mail the approval letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the approval letter. If the request is denied, CDE will e-mail the denial letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the denial letter.

Where to file:

Mail the entire original Form J-13A to:

School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

General Instructions:

- Multiple emergency events and schools may be included on one Form J-13A. Be sure to include specific detailed information and supporting documents for each event and school.
- If the emergency event resulted in a closure and material decrease, complete sections B and C.
- Supplemental pages for sections B and C are available in Excel format for a request that requires more lines than allocated on Form J-13A.
- Attach supporting documentation. Redact any personally identifiable information. Examples of required supporting documentation:
  - Declaration of a State of Emergency
  - News articles
  - E-mails
  - Invoices

Form J-13A Instructions

- A local safety officer letter for any incident involving police activity, threats, cyber threats, etc.
- A county public health officer letter for any incident involving epidemic-type illness. The letter is to specify that the illness was an epidemic or that there was an increase in the number of cases of a disease above what is normally expected of the population in that area.

SECTION A: REQUEST INFORMATION

Refer to the California School Directory at https://www.cde.ca.gov/schooldirectory/ for information needed to complete this section.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

- □□□ □□m□± □□W□W□ □□m□o□W□s□□oo□ □sW□W□□□□o□□□□W□s□□oo□sX□m□W□□W□ □o□m□□□□□□

- County Code – Enter the two-digit county code associated with this entity.

- District Code – Enter the five-digit district code associated with this entity.

- Charter Number – If this request is for a charter school, enter the charter number associated with this entity.

- □□□ □X□□□□W□□□□Wo□□□m□□sW□W□□□m□± □□W□W□ □□m□o□W□ sX□□□□W□□□□Wo□ □□m□□sW□Wo□□sso□□□W□Z□W□W□s □□W□W□

- Fiscal Year – Enter the fiscal year of the requested emergency closure, material decrease and/or lost or destroyed attendance records.

- Address – Enter the LEA's full address including:
  - Number and street
  - County name
  - City
  - State
  - Zip code

- Contact Information – Enter a contact person for this request. Include the following:
  - Name
  - Title
  - Phone number
  - E-mail address

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST

Select the LEA type associated with the request and, for a school district or COE request, if all or select school sites are included in the request. Only one LEA type may be selected.

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST

Read each condition carefully and select one or more that apply to this request. In addition, indicate if the request is associated with a Declaration of a State of Emergency by the Governor of California.

SECTION B: SCHOOL CLOSURE

This section is used for closures pursuant to *EC* Section 41422. If the request does not include any school closures, select the "Not Applicable" box on the top right corner and proceed to Section C.

PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the school closure.

PART II: SCHOOL INFORMATION

The fields below correspond to the columns on Form J-13A.

A. School Name – Enter the school name of each school closed on a separate line. Use the supplemental Excel form at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.

B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at https://www.cde.ca.gov/schooldirectory/ to locate the school code.

□. Site Type – Enter the site type associated with the school listed in Column A. This site information is need for CDE to determine the specific instructional time requirements for the listed school. Choose one of the following site type options:
  - Charter School
  - Community Day
  - Continuation School
  - County Community
  - Juvenile Court School

Form J-13A Instructions

- Opportunity School
- Special Education
- Traditional

D. Days in School Calendar – Provide the number of days in the school calendar. Attach a copy of the school calendar to the request. If the request includes multiple schools, attach a copy of each different school calendar and clearly identify which schools follow each calendar. If all schools have the same school calendar, note “all schools” at the top of the calendar.

E. Emergency Days Built In – Provide the number of additional days the school has built in to the school calendar to use as make-up days for emergency closures.

F. Built In Emergency Days Used – Provide the number of built in emergency days the school has used so far in the school year.

G. Date(s) of Emergency Closure – Enter the date(s) closed for the emergency in the current request.

H. Closure Dates Requested – Of the dates provided in Column G, enter the dates the school will not be able to make-up, and is requesting as part of the Form J-13A.

I. Total Number of Days Requested – Enter the total number of days for the dates requested in Column H.

PART III: CLOSURE HISTORY

In this section, provide the closure history for the current and five prior fiscal years for all schools included in the request, regardless if a J-13A request was submitted. For example, if a school had multiple closures in one year, group the closures by fiscal year and nature.

School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
School #1	0123456	2016-17	12/5, 2/10	Flooding	Yes
School #1	0123456	2016-17	4/17-4/18	Power Outage	No
School #1	0123456	2015-16	12/15-12/6	Road Closures	Yes

SECTION C: MATERIAL DECREASE

This section is used to claim attendance for material decreases pursuant to *EC* Section 46392. If the request does not include any credits for a material decrease in attendance, select the “Not Applicable” box on the top right corner and proceed to Section D.

If the attendance of an LEA or a school is less than or equal to 90 percent of "normal" attendance for a reasonable time during or after an emergency event, the LEA may assume that a case exists for claiming emergency attendance credit for the "material decrease" of attendance. According to *CCR*, Title 5, Section 428, “normal” attendance is the average daily attendance (ADA) for the month of either October or May of the same school year. If the emergency occurred between July and September of the current year, the LEA must wait to submit the request until after October ADA of the current year can be calculated. The October or May ADA is used as a proxy for a normal day of attendance for the emergency day. However, if an emergency occurs in October or May, the LEA may request to use a different month as a proxy for a normal day of attendance for the emergency day.

Pursuant to *EC* Section 46392, the 90 percent threshold may be waived when the Governor has declared a “State of Emergency.” A copy of the Governor’s declaration should be included in the submittal. Any reduction of attendance in a necessary small school (NSS), even if less than 10 percent, may be considered material.

Attendance must be provided at the school site level. Approval of a districtwide material decrease is contingent upon the inclusion of all district sites, and a districtwide percentage of 90 percent or less on each emergency day. For non-districtwide emergencies, each school must meet the 90 percent threshold on each emergency day for approval of attendance credit.

PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the material decrease in attendance. Provide a detailed explanation for any gap in between emergencies. Request should be accompanied by supporting documents, if applicable.

PART II: MATERIAL DECREASE CALCULATION

The information provided in Parts II and III will be used to determine if the loss of attendance meets the 90 percent threshold for attendance credit approval (except when the governor declares a state of emergency or in the case of a NSS site), and to calculate the estimated attendance credit

Form J-13A Instructions

amount. The fields below correspond to the columns on Form J-13A.

A. School Name – Enter the school name of each school requesting attendance credit on a separate line. Use the supplemental Excel form at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.

B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at https://www.cde.ca.gov/schooldirectory/ to locate the school code

C. "Normal" Attendance – Provide the ADA for the school month of October or May of the same school year.

A school month is 20 days, or four weeks of five days each, including legal holidays but excluding weekend makeup classes (*EC* Section 37201). The school calendar begins on the first Monday of the week that includes July 1 or the Monday of the first week of school. As a result, school months can be split between September and October; October and November; April and May; May and June. Therefore, the CDE advises LEAs to use the school month that has the most school days in either October or May.

D. Dates Used for Determining "Normal" Attendance – Enter the date range of the school month used to provide the ADA in Column C.

E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**

F. Actual Attendance – Provide the actual attendance for the school site on the date of emergency listed in Column E.

G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance adjustment when the Actual Attendance (Column F) divided by the "Normal" Attendance (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.

H. Net Increase of Apportionment Days (C-F) – Calculated field. The Actual Attendance (Column F) is subtracted from the "Normal" Attendance (Column C) to determine the Net Increase of Apportionment Days (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

If the request is approved, CDE's approval letter will include the total net increase of apportionment days, which may differ from the amount shown. The LEA will then divide this number by the days in the applicable P-1, P-2, or Annual reporting period to determine the ADA increase.

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS

Continuation education is an hourly program, therefore the attendance must be provided in hours for continuation schools. Three hours equals one apportionment day. The fields below correspond to the columns on Form J-13A.

A. School Name – Enter the school name of each continuation school requesting attendance credit on a separate line. Use the supplemental Excel file at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than five lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.

B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at https://www.cde.ca.gov/schooldirectory/ to locate the school code.

Form J-13A Instructions

C. "Normal" Attendance Hours – Provide the attendance hours for the continuation school on the same day of the week prior to, or the week following the emergency.

Example: If the emergency day is on a Tuesday, provide the attendance hours on the Tuesday of the week prior to or following the emergency.

D. Date Used for Determining "Normal" Attendance – Enter the date of the school day used to provide the attendance hours in Column C.

E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**

F. Actual Attendance Hours – Provide the actual attendance hours for the continuation school on the date of emergency.

G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance adjustment when the Actual Attendance Hours (Column F) divided by the "Normal" Attendance Hours (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.

H. Net Increase of Hours (C-F) – Calculated field. The Actual Attendance Hours (Column F) is subtracted from the "Normal" Attendance Hours (Column C) to determine the Net Increase of Hours (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

If the request is approved, the approval letter will include the total net increase of hours for all continuation schools on the form, which may differ from the amount shown. The LEA will then convert the hours to apportionment days and divide this number by the days in the applicable P-1, P-2, or Annual reporting period to determine the ADA increase.

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

If this request does not include any lost or destroyed attendance records, select the "Not Applicable" box on the top right corner and proceed to Section E.

PART I: PERIOD OF REQUEST

Enter the dates of the records that were lost or destroyed.

PART II: CIRCUMSTANCES

Provide a detailed explanation on the emergency condition(s) and the extent of the lost or destroyed records.

PART III: PROPOSAL

Provide a detailed proposal or estimation in the allotted space.

SECTION E: AFFIDAVIT

A completed affidavit is required before submitting the entire Form J-13A request to CDE.

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS

- Enter the name of the school district, COE, or charter school.
- Enter the names of the all the board members.
- At least a majority of the board members must sign this affidavit.
- The governing board signatures must be witnessed. The witness person must complete the following fields:
  - Witnessed date
  - Name
  - Signature
  - Title
  - County name

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER

Only complete for a charter school request. Once the governing board members and witness fields have been completed, this request will be submitted to the charter school's authorizer for approval. An authorizer for a charter school may be

Form J-13A Instructions

a school district, COE or State Board of Education. If approved, the superintendent of the charter school's authorizer will complete the following fields:

- Name
- Signature
- Authorizing LEA Name

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

All requests must go to the COE for approval. If approved, the COE will complete Part III of the affidavit. The county superintendent's signature must be witnessed.

- Name of the County Superintendent of Schools (or designee)
- Signature of the County Superintendent of Schools (or designee)
- Witnessed date
- Witness name
- Witness signature
- Witness title
- County name
- Contact person/individual responsible for completing the county affidavit. Include the contact person's name, title, phone number and e-mail address.

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K–12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at https://www.cde.ca.gov/fg/aa/pa/j13a.asp for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME:	COUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
Voices College-Bound Language Academy at Morgan Hill	43	10439	1716

LEA SUPERINTENDENT OR ADMINISTRATOR NAME:	FISCAL YEAR:
Lizzette Ramirez, COO	

ADDRESS:	COUNTY NAME:
16870 Murphy Ave.	Santa Clara

CITY:	STATE:	ZIP CODE:
San Jose	CA	95037-2894

CONTACT NAME:	TITLE:	PHONE:	E-MAIL:
Lizzette Ramirez	COO	408-314-8640	lramirez@voicescharterschool.com

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type)**:**

☐ SCHOOL DISTRICT	☐ COUNTY OFFICE OF EDUCATION (COE)	◉ CHARTER SCHOOL
Choose one of the following: ☐ All district school sites ☐ Select district school sites	Choose one of the following: ☐ All COE school sites ☐ Select COE school sites	

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

◉ **SCHOOL CLOSURE:** When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ **MATERIAL DECREASE:** When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ **LOST OR DESTROYED ATTENDANCE RECORDS:** When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION B: SCHOOL CLOSURE

☐ **Not Applicable (Proceed to Section C)**

☐ **Supplemental Page(s) Attached**

PART I: NATURE OF EMERGENCY (Describe in detail.)

School cancellations due to extreme weather and poweroutages.

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
Voices College-Bound Language Academy at Morgan Hill	0131748	Charter	175	0	0	2/5/24	2/5/24	1

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
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SECTION C: MATERIAL DECREASE

☉ **Not Applicable (Proceed to Section D)**
☐ **Supplemental Page(s) Attached**

PART I: NATURE OF EMERGENCY (Describe in detail.)

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-			0	0
			-				0
			-				0
			-				0
			-				0
			-				0
			-				0
			-				0
			-				0
			-				0
	Total:	0			0		0

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
							0
						0	0
						0	0
						0	0
						0	0
	Total:	0			0		0

**Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.*

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

☉ **Not Applicable (Proceed to Section E)**

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of _____, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names	**Board Members Signatures**

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ _____ Title: _____ of _____ County, California
(Name) (Signature)

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ _____ Authorizing LEA Name: _____
(Name) (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____ _____
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ _____ Title: _____ of _____ County, California
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: _____ Title: _____ Phone: _____ E-mail: _____

PRINT FORM

Powered by BoardOnTrack

REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

Form J-13A

(Revised December 2017)

California Department of Education

School Fiscal Services Division
Website: https://www.cde.ca.gov/fg/
Telephone: 916-324-4541
Email: attendanceaccounting@cde.ca.gov

Form J-13A Instructions

Why file:

The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A is used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code* (*EC*) Section 41422.
- When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *California Code of Regulations* (*CCR*), Title 5, Section 428.
- When attendance records have been lost or destroyed as described in *EC* Section 46391.

The California Department of Education's (CDE) approval of the J-13A, combined with other attendance records, serve to document the local educational agency's (LEA) compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA's Local Control Funding Formula (LCFF) funding.

How to file:

The Form J-13A is available at https://www.cde.ca.gov/fg/aa/pa/j13a.asp. Also available on the J-13A Web page are FAQs and supplemental pages for sections B and C in Excel format. All affidavits must have original signatures.

Charter schools must file separately from the authorizing school district or county office of education (COE).

The LEA governing board must approve each request by completing Section E, Affidavit of School District, County Office of Education, or Charter School Governing Board Members. Once the majority of the governing board members have approved the request, the LEA should keep a copy of the request and then submit the original to the county superintendent who must approve the request before it can be submitted to the State Superintendent of Public Instruction, CDE. Charter schools must submit the request to their authorizing LEA for approval, who will then forward to the county superintendent for approval.

The following summarizes the J-13A submittal and CDE review process:

- The county superintendent executes the Affidavit of County Superintendent of Schools, certifying the approval.
- The COE should keep a copy of the request and mail the original request to the listed CDE address.
- Once CDE has received the Form J-13A, the request will go through a review process. If the request is approved, CDE will e-mail the approval letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the approval letter. If the request is denied, CDE will e-mail the denial letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the denial letter.

Where to file:

Mail the entire original Form J-13A to:

School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

General Instructions:

- Multiple emergency events and schools may be included on one Form J-13A. Be sure to include specific detailed information and supporting documents for each event and school.
- If the emergency event resulted in a closure and material decrease, complete sections B and C.
- Supplemental pages for sections B and C are available in Excel format for a request that requires more lines than allocated on Form J-13A.
- Attach supporting documentation. Redact any personally identifiable information. Examples of required supporting documentation:
  - Declaration of a State of Emergency
  - News articles
  - E-mails
  - Invoices

Form J-13A Instructions

- A local safety officer letter for any incident involving police activity, threats, cyber threats, etc.
- A county public health officer letter for any incident involving epidemic-type illness. The letter is to specify that the illness was an epidemic or that there was an increase in the number of cases of a disease above what is normally expected of the population in that area.

SECTION A: REQUEST INFORMATION

Refer to the California School Directory at https://www.cde.ca.gov/schooldirectory/ for information needed to complete this section.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

- □□□ □□m□± □□W□W□ □□m□o□W□s□□oo□ □sW□W□□□□o□□□□W□s□□oo□sX□m□W□W□□ W□ □o□m □□□□□□

- County Code – Enter the two-digit county code associated with this entity.

- District Code – Enter the five-digit district code associated with this entity.

- Charter Number – If this request is for a charter school, enter the charter number associated with this entity.

- □□□ □X□□□□W□□□□Wo□□□m□□sW□W□□□m□± □□W□W□ □□m□o□W□ sX□□□□W□□□□Wo□ □□m□□sW□Wo□□sso□□□W□Z□W□W□s □□W□W□

- Fiscal Year – Enter the fiscal year of the requested emergency closure, material decrease and/or lost or destroyed attendance records.

- Address – Enter the LEA's full address including:
  - Number and street
  - County name
  - City
  - State
  - Zip code

- Contact Information – Enter a contact person for this request. Include the following:
  - Name
  - Title
  - Phone number
  - E-mail address

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST

Select the LEA type associated with the request and, for a school district or COE request, if all or select school sites are included in the request. Only one LEA type may be selected.

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST

Read each condition carefully and select one or more that apply to this request. In addition, indicate if the request is associated with a Declaration of a State of Emergency by the Governor of California.

SECTION B: SCHOOL CLOSURE

This section is used for closures pursuant to *EC* Section 41422. If the request does not include any school closures, select the "Not Applicable" box on the top right corner and proceed to Section C.

PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the school closure.

PART II: SCHOOL INFORMATION

The fields below correspond to the columns on Form J-13A.

A. School Name – Enter the school name of each school closed on a separate line. Use the supplemental Excel form at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.

B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at https://www.cde.ca.gov/schooldirectory/ to locate the school code.

□. Site Type – Enter the site type associated with the school listed in Column A. This site information is need for CDE to determine the specific instructional time requirements for the listed school. Choose one of the following site type options:
  - Charter School
  - Community Day
  - Continuation School
  - County Community
  - Juvenile Court School

Form J-13A Instructions

- Opportunity School
- Special Education
- Traditional

D. Days in School Calendar – Provide the number of days in the school calendar. Attach a copy of the school calendar to the request. If the request includes multiple schools, attach a copy of each different school calendar and clearly identify which schools follow each calendar. If all schools have the same school calendar, note “all schools” at the top of the calendar.

E. Emergency Days Built In – Provide the number of additional days the school has built in to the school calendar to use as make-up days for emergency closures.

F. Built In Emergency Days Used – Provide the number of built in emergency days the school has used so far in the school year.

G. Date(s) of Emergency Closure – Enter the date(s) closed for the emergency in the current request.

H. Closure Dates Requested – Of the dates provided in Column G, enter the dates the school will not be able to make-up, and is requesting as part of the Form J-13A.

I. Total Number of Days Requested – Enter the total number of days for the dates requested in Column H.

PART III: CLOSURE HISTORY

In this section, provide the closure history for the current and five prior fiscal years for all schools included in the request, regardless if a J-13A request was submitted. For example, if a school had multiple closures in one year, group the closures by fiscal year and nature.

School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
School #1	0123456	2016-17	12/5, 2/10	Flooding	Yes
School #1	0123456	2016-17	4/17-4/18	Power Outage	No
School #1	0123456	2015-16	12/15-12/6	Road Closures	Yes

SECTION C: MATERIAL DECREASE

This section is used to claim attendance for material decreases pursuant to *EC* Section 46392. If the request does not include any credits for a material decrease in attendance, select the “Not Applicable” box on the top right corner and proceed to Section D.

If the attendance of an LEA or a school is less than or equal to 90 percent of "normal" attendance for a reasonable time during or after an emergency event, the LEA may assume that a case exists for claiming emergency attendance credit for the "material decrease" of attendance. According to *CCR*, Title 5, Section 428, “normal” attendance is the average daily attendance (ADA) for the month of either October or May of the same school year. If the emergency occurred between July and September of the current year, the LEA must wait to submit the request until after October ADA of the current year can be calculated. The October or May ADA is used as a proxy for a normal day of attendance for the emergency day. However, if an emergency occurs in October or May, the LEA may request to use a different month as a proxy for a normal day of attendance for the emergency day.

Pursuant to *EC* Section 46392, the 90 percent threshold may be waived when the Governor has declared a “State of Emergency.” A copy of the Governor’s declaration should be included in the submittal. Any reduction of attendance in a necessary small school (NSS), even if less than 10 percent, may be considered material.

Attendance must be provided at the school site level. Approval of a districtwide material decrease is contingent upon the inclusion of all district sites, and a districtwide percentage of 90 percent or less on each emergency day. For non-districtwide emergencies, each school must meet the 90 percent threshold on each emergency day for approval of attendance credit.

PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the material decrease in attendance. Provide a detailed explanation for any gap in between emergencies. Request should be accompanied by supporting documents, if applicable.

PART II: MATERIAL DECREASE CALCULATION

The information provided in Parts II and III will be used to determine if the loss of attendance meets the 90 percent threshold for attendance credit approval (except when the governor declares a state of emergency or in the case of a NSS site), and to calculate the estimated attendance credit

Form J-13A Instructions

amount. The fields below correspond to the columns on Form J-13A.

A. School Name – Enter the school name of each school requesting attendance credit on a separate line. Use the supplemental Excel form at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.

B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at https://www.cde.ca.gov/schooldirectory/ to locate the school code

C. "Normal" Attendance – Provide the ADA for the school month of October or May of the same school year.

   A school month is 20 days, or four weeks of five days each, including legal holidays but excluding weekend makeup classes (*EC* Section 37201). The school calendar begins on the first Monday of the week that includes July 1 or the Monday of the first week of school. As a result, school months can be split between September and October; October and November; April and May; May and June. Therefore, the CDE advises LEAs to use the school month that has the most school days in either October or May.

D. Dates Used for Determining "Normal" Attendance – Enter the date range of the school month used to provide the ADA in Column C.

E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**

F. Actual Attendance – Provide the actual attendance for the school site on the date of emergency listed in Column E.

G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance adjustment when the Actual Attendance (Column F) divided by the "Normal" Attendance (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.

H. Net Increase of Apportionment Days (C-F) – Calculated field. The Actual Attendance (Column F) is subtracted from the "Normal" Attendance (Column C) to determine the Net Increase of Apportionment Days (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

   If the request is approved, CDE's approval letter will include the total net increase of apportionment days, which may differ from the amount shown. The LEA will then divide this number by the days in the applicable P-1, P-2, or Annual reporting period to determine the ADA increase.

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS

Continuation education is an hourly program, therefore the attendance must be provided in hours for continuation schools. Three hours equals one apportionment day. The fields below correspond to the columns on Form J-13A.

A. School Name – Enter the school name of each continuation school requesting attendance credit on a separate line. Use the supplemental Excel file at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than five lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.

B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at https://www.cde.ca.gov/schooldirectory/ to locate the school code.

Form J-13A Instructions

C. "Normal" Attendance Hours – Provide the attendance hours for the continuation school on the same day of the week prior to, or the week following the emergency.

Example: If the emergency day is on a Tuesday, provide the attendance hours on the Tuesday of the week prior to or following the emergency.

D. Date Used for Determining "Normal" Attendance – Enter the date of the school day used to provide the attendance hours in Column C.

E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**

F. Actual Attendance Hours – Provide the actual attendance hours for the continuation school on the date of emergency.

G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance adjustment when the Actual Attendance Hours (Column F) divided by the "Normal" Attendance Hours (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.

H. Net Increase of Hours (C-F) – Calculated field. The Actual Attendance Hours (Column F) is subtracted from the "Normal" Attendance Hours (Column C) to determine the Net Increase of Hours (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

If the request is approved, the approval letter will include the total net increase of hours for all continuation schools on the form, which may differ from the amount shown. The LEA will then convert the hours to apportionment days and divide this number by the days in the applicable P-1, P-2, or Annual reporting period to determine the ADA increase.

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

If this request does not include any lost or destroyed attendance records, select the "Not Applicable" box on the top right corner and proceed to Section E.

PART I: PERIOD OF REQUEST

Enter the dates of the records that were lost or destroyed.

PART II: CIRCUMSTANCES

Provide a detailed explanation on the emergency condition(s) and the extent of the lost or destroyed records.

PART III: PROPOSAL

Provide a detailed proposal or estimation in the allotted space.

SECTION E: AFFIDAVIT

A completed affidavit is required before submitting the entire Form J-13A request to CDE.

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS

- Enter the name of the school district, COE, or charter school.
- Enter the names of the all the board members.
- At least a majority of the board members must sign this affidavit.
- The governing board signatures must be witnessed. The witness person must complete the following fields:
  - Witnessed date
  - Name
  - Signature
  - Title
  - County name

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER

Only complete for a charter school request. Once the governing board members and witness fields have been completed, this request will be submitted to the charter school's authorizer for approval. An authorizer for a charter school may be

Form J-13A Instructions

a school district, COE or State Board of Education. If approved, the superintendent of the charter school's authorizer will complete the following fields:

- Name
- Signature
- Authorizing LEA Name

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

All requests must go to the COE for approval. If approved, the COE will complete Part III of the affidavit. The county superintendent's signature must be witnessed.

- Name of the County Superintendent of Schools (or designee)
- Signature of the County Superintendent of Schools (or designee)
- Witnessed date
- Witness name
- Witness signature
- Witness title
- County name
- Contact person/individual responsible for completing the county affidavit. Include the contact person's name, title, phone number and e-mail address.

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K–12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at https://www.cde.ca.gov/fg/aa/pa/j13a.asp for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME:	COUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
Voices College-Bound Language Academy	43	69450	0846

LEA SUPERINTENDENT OR ADMINISTRATOR NAME:	FISCAL YEAR:
Lizzette Ramirez, COO	

ADDRESS:	COUNTY NAME:
715 Hellyer Ave	Santa Clara

CITY:	STATE:	ZIP CODE:
San Jose	CA	95111-1584

CONTACT NAME:	TITLE:	PHONE:	E-MAIL:
Lizzette Ramirez	COO	408-314-8640	lramirez@voicescharterschool.com

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type)**:**

☐ SCHOOL DISTRICT	☐ COUNTY OFFICE OF EDUCATION (COE)	◉ CHARTER SCHOOL
Choose one of the following: ☐ All district school sites ☐ Select district school sites	Choose one of the following: ☐ All COE school sites ☐ Select COE school sites	

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

◉ **SCHOOL CLOSURE:** When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ **MATERIAL DECREASE:** When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ **LOST OR DESTROYED ATTENDANCE RECORDS:** When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION B: SCHOOL CLOSURE

☐ **Not Applicable (Proceed to Section C)**

PART I: NATURE OF EMERGENCY (Describe in detail.)

☐ **Supplemental Page(s) Attached**

School cancellations due to extreme weather and poweroutages.Surrounding district, Stockton Unified School District, closed as well.

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
Voices College-Bound Language Academy	0113662	Charter	175	0	0	2/5/2024	2/5/2024	1

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION C: MATERIAL DECREASE

☉ **Not Applicable (Proceed to Section D)**
☐ **Supplemental Page(s) Attached**

PART I: NATURE OF EMERGENCY (Describe in detail.)

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-			0	0
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	Total:	0			0		0

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
							0
						0	0
						0	0
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	Total:	0			0		0

**Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.*

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

☉ **Not Applicable (Proceed to Section E)**

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of _____, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names	**Board Members Signatures**

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ _____ Title: _____ of _____ County, California
(Name) (Signature)

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ _____ Authorizing LEA Name: _____
(Name) (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____ _____
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ _____ Title: _____ of _____ County, California
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: _____ Title: _____ Phone: _____ E-mail: _____

PRINT FORM

Powered by BoardOnTrack

Coversheet

Approval of J13 A for Voices Mount Pleasant

Section:	III. Consent Agenda
Item:	G. Approval of J13 A for Voices Mount Pleasant
Purpose:	Vote
Submitted by:	
Related Material:	FormJ13aSupplement Mount Pleasant Material Decrease.pdf Mount Pleasant-j13a.pdf

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS, FORM J-13A (REVISED DECEMBER 2017)
SUPPLEMENTAL FORM
SECTION C - PART II: MATERIAL DECREASE CALCULATION

LEA NAME: **Voices College-Bound Language Academy at Mount Pleasant** **FISCAL YEAR:** **2023-2024**

Refer to the instructions and frequently asked questions at https://www.cde.ca.gov/fg/aa/pa/j13a.asp for information regarding the completion of this form. Before printing, select and hide all unused rows. Contact CDE if the request requires more than the allotted rows.

A	B	C	D	E	F	G	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
Voices College-Bound Language Academy at Mount Pleasant	0132530	89.63	9/5/23 – 10/20/23	2/8/24	63	70.29%	26.63
Voices College-Bound Language Academy at Mount Pleasant	0132530	89.63	9/5/23 – 10/20/23	2/9/24	73	81.45%	16.63
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CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS, FORM J-13A (REVISED DECEMBER 2017)
SUPPLEMENTAL FORM
SECTION C - PART II: MATERIAL DECREASE CALCULATION

LEA NAME: **Voices College-Bound Language Academy at Mount Pleasant** **FISCAL YEAR:** **2023-2024**

Refer to the instructions and frequently asked questions at https://www.cde.ca.gov/fg/aa/pa/j13a.asp for information regarding the completion of this form. Before printing, select and hide all unused rows. Contact CDE if the request requires more than the allotted rows.

A	B	C	D	E	F	G	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
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CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS, FORM J-13A (REVISED DECEMBER 2017)
SUPPLEMENTAL FORM
SECTION C - PART II: MATERIAL DECREASE CALCULATION

LEA NAME: **Voices College-Bound Language Academy at Mount Pleasant** **FISCAL YEAR:** **2023-2024**

Refer to the instructions and frequently asked questions at https://www.cde.ca.gov/fg/aa/pa/j13a.asp for information regarding the completion of this form. Before printing, select and hide all unused rows. Contact CDE if the request requires more than the allotted rows.

A	B	C	D	E	F	G	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
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CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS, FORM J-13A (REVISED DECEMBER 2017)
SUPPLEMENTAL FORM
SECTION C - PART II: MATERIAL DECREASE CALCULATION

LEA NAME: **Voices College-Bound Language Academy at Mount Pleasant** **FISCAL YEAR:** **2023-2024**

Refer to the instructions and frequently asked questions at https://www.cde.ca.gov/fg/aa/pa/j13a.asp for information regarding the completion of this form. Before printing, select and hide all unused rows. Contact CDE if the request requires more than the allotted rows.

A	B	C	D	E	F	G	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
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	TOTAL	179.26			136		43.26

REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

Form J-13A

(Revised December 2017)

California Department of Education

School Fiscal Services Division
Website: https://www.cde.ca.gov/fg/
Telephone: 916-324-4541
Email: attendanceaccounting@cde.ca.gov

Form J-13A Instructions

Why file:

The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A is used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code* (*EC*) Section 41422.
- When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *California Code of Regulations* (*CCR*), Title 5, Section 428.
- When attendance records have been lost or destroyed as described in *EC* Section 46391.

The California Department of Education's (CDE) approval of the J-13A, combined with other attendance records, serve to document the local educational agency's (LEA) compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA's Local Control Funding Formula (LCFF) funding.

How to file:

The Form J-13A is available at https://www.cde.ca.gov/fg/aa/pa/j13a.asp. Also available on the J-13A Web page are FAQs and supplemental pages for sections B and C in Excel format. All affidavits must have original signatures.

Charter schools must file separately from the authorizing school district or county office of education (COE).

The LEA governing board must approve each request by completing Section E, Affidavit of School District, County Office of Education, or Charter School Governing Board Members. Once the majority of the governing board members have approved the request, the LEA should keep a copy of the request and then submit the original to the county superintendent who must approve the request before it can be submitted to the State Superintendent of Public Instruction, CDE. Charter schools must submit the request to their authorizing LEA for approval, who will then forward to the county superintendent for approval.

The following summarizes the J-13A submittal and CDE review process:

- The county superintendent executes the Affidavit of County Superintendent of Schools, certifying the approval.
- The COE should keep a copy of the request and mail the original request to the listed CDE address.
- Once CDE has received the Form J-13A, the request will go through a review process. If the request is approved, CDE will e-mail the approval letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the approval letter. If the request is denied, CDE will e-mail the denial letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the denial letter.

Where to file:

Mail the entire original Form J-13A to:

School Fiscal Services Division
California Department of Education
1430 N Street, Suite 3800
Sacramento, CA 95814

General Instructions:

- Multiple emergency events and schools may be included on one Form J-13A. Be sure to include specific detailed information and supporting documents for each event and school.
- If the emergency event resulted in a closure and material decrease, complete sections B and C.
- Supplemental pages for sections B and C are available in Excel format for a request that requires more lines than allocated on Form J-13A.
- Attach supporting documentation. Redact any personally identifiable information. Examples of required supporting documentation:
  - Declaration of a State of Emergency
  - News articles
  - E-mails
  - Invoices

Form J-13A Instructions

- A local safety officer letter for any incident involving police activity, threats, cyber threats, etc.
- A county public health officer letter for any incident involving epidemic-type illness. The letter is to specify that the illness was an epidemic or that there was an increase in the number of cases of a disease above what is normally expected of the population in that area.

SECTION A: REQUEST INFORMATION

Refer to the California School Directory at https://www.cde.ca.gov/schooldirectory/ for information needed to complete this section.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

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- County Code – Enter the two-digit county code associated with this entity.

- District Code – Enter the five-digit district code associated with this entity.

- Charter Number – If this request is for a charter school, enter the charter number associated with this entity.

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- Fiscal Year – Enter the fiscal year of the requested emergency closure, material decrease and/or lost or destroyed attendance records.

- Address – Enter the LEA's full address including:
  - Number and street
  - County name
  - City
  - State
  - Zip code

- Contact Information – Enter a contact person for this request. Include the following:
  - Name
  - Title
  - Phone number
  - E-mail address

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST

Select the LEA type associated with the request and, for a school district or COE request, if all or select school sites are included in the request. Only one LEA type may be selected.

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST

Read each condition carefully and select one or more that apply to this request. In addition, indicate if the request is associated with a Declaration of a State of Emergency by the Governor of California.

SECTION B: SCHOOL CLOSURE

This section is used for closures pursuant to *EC* Section 41422. If the request does not include any school closures, select the "Not Applicable" box on the top right corner and proceed to Section C.

PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the school closure.

PART II: SCHOOL INFORMATION

The fields below correspond to the columns on Form J-13A.

A. School Name – Enter the school name of each school closed on a separate line. Use the supplemental Excel form at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.

B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at https://www.cde.ca.gov/schooldirectory/ to locate the school code.

□. Site Type – Enter the site type associated with the school listed in Column A. This site information is need for CDE to determine the specific instructional time requirements for the listed school. Choose one of the following site type options:
  - Charter School
  - Community Day
  - Continuation School
  - County Community
  - Juvenile Court School

Form J-13A Instructions

- Opportunity School
- Special Education
- Traditional

D. Days in School Calendar – Provide the number of days in the school calendar. Attach a copy of the school calendar to the request. If the request includes multiple schools, attach a copy of each different school calendar and clearly identify which schools follow each calendar. If all schools have the same school calendar, note “all schools” at the top of the calendar.

E. Emergency Days Built In – Provide the number of additional days the school has built in to the school calendar to use as make-up days for emergency closures.

F. Built In Emergency Days Used – Provide the number of built in emergency days the school has used so far in the school year.

G. Date(s) of Emergency Closure – Enter the date(s) closed for the emergency in the current request.

H. Closure Dates Requested – Of the dates provided in Column G, enter the dates the school will not be able to make-up, and is requesting as part of the Form J-13A.

I. Total Number of Days Requested – Enter the total number of days for the dates requested in Column H.

PART III: CLOSURE HISTORY

In this section, provide the closure history for the current and five prior fiscal years for all schools included in the request, regardless if a J-13A request was submitted. For example, if a school had multiple closures in one year, group the closures by fiscal year and nature.

School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
School #1	0123456	2016-17	12/5, 2/10	Flooding	Yes
School #1	0123456	2016-17	4/17-4/18	Power Outage	No
School #1	0123456	2015-16	12/15-12/6	Road Closures	Yes

SECTION C: MATERIAL DECREASE

This section is used to claim attendance for material decreases pursuant to *EC* Section 46392. If the request does not include any credits for a material decrease in attendance, select the “Not Applicable” box on the top right corner and proceed to Section D.

If the attendance of an LEA or a school is less than or equal to 90 percent of "normal" attendance for a reasonable time during or after an emergency event, the LEA may assume that a case exists for claiming emergency attendance credit for the "material decrease" of attendance. According to *CCR*, Title 5, Section 428, “normal” attendance is the average daily attendance (ADA) for the month of either October or May of the same school year. If the emergency occurred between July and September of the current year, the LEA must wait to submit the request until after October ADA of the current year can be calculated. The October or May ADA is used as a proxy for a normal day of attendance for the emergency day. However, if an emergency occurs in October or May, the LEA may request to use a different month as a proxy for a normal day of attendance for the emergency day.

Pursuant to *EC* Section 46392, the 90 percent threshold may be waived when the Governor has declared a “State of Emergency.” A copy of the Governor’s declaration should be included in the submittal. Any reduction of attendance in a necessary small school (NSS), even if less than 10 percent, may be considered material.

Attendance must be provided at the school site level. Approval of a districtwide material decrease is contingent upon the inclusion of all district sites, and a districtwide percentage of 90 percent or less on each emergency day. For non-districtwide emergencies, each school must meet the 90 percent threshold on each emergency day for approval of attendance credit.

PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the material decrease in attendance. Provide a detailed explanation for any gap in between emergencies. Request should be accompanied by supporting documents, if applicable.

PART II: MATERIAL DECREASE CALCULATION

The information provided in Parts II and III will be used to determine if the loss of attendance meets the 90 percent threshold for attendance credit approval (except when the governor declares a state of emergency or in the case of a NSS site), and to calculate the estimated attendance credit

Form J-13A Instructions

amount. The fields below correspond to the columns on Form J-13A.

A. School Name – Enter the school name of each school requesting attendance credit on a separate line. Use the supplemental Excel form at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.

B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at https://www.cde.ca.gov/schooldirectory/ to locate the school code

C. "Normal" Attendance – Provide the ADA for the school month of October or May of the same school year.

A school month is 20 days, or four weeks of five days each, including legal holidays but excluding weekend makeup classes (*EC* Section 37201). The school calendar begins on the first Monday of the week that includes July 1 or the Monday of the first week of school. As a result, school months can be split between September and October; October and November; April and May; May and June. Therefore, the CDE advises LEAs to use the school month that has the most school days in either October or May.

D. Dates Used for Determining "Normal" Attendance – Enter the date range of the school month used to provide the ADA in Column C.

E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**

F. Actual Attendance – Provide the actual attendance for the school site on the date of emergency listed in Column E.

G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance adjustment when the Actual Attendance (Column F) divided by the "Normal" Attendance (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.

H. Net Increase of Apportionment Days (C-F) – Calculated field. The Actual Attendance (Column F) is subtracted from the "Normal" Attendance (Column C) to determine the Net Increase of Apportionment Days (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

If the request is approved, CDE's approval letter will include the total net increase of apportionment days, which may differ from the amount shown. The LEA will then divide this number by the days in the applicable P-1, P-2, or Annual reporting period to determine the ADA increase.

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS

Continuation education is an hourly program, therefore the attendance must be provided in hours for continuation schools. Three hours equals one apportionment day. The fields below correspond to the columns on Form J-13A.

A. School Name – Enter the school name of each continuation school requesting attendance credit on a separate line. Use the supplemental Excel file at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than five lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.

B. School Code – Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at https://www.cde.ca.gov/schooldirectory/ to locate the school code.

Form J-13A Instructions

C. "Normal" Attendance Hours – Provide the attendance hours for the continuation school on the same day of the week prior to, or the week following the emergency.

Example: If the emergency day is on a Tuesday, provide the attendance hours on the Tuesday of the week prior to or following the emergency.

D. Date Used for Determining "Normal" Attendance – Enter the date of the school day used to provide the attendance hours in Column C.

E. Date of Emergency – Enter the date of the emergency. **If the emergency lasted for more than one day, use a separate line for each date.**

F. Actual Attendance Hours – Provide the actual attendance hours for the continuation school on the date of emergency.

G. Qualifier: 90 Percent or Less (F/C) – Calculated field. If the nature of emergency is consistent with *EC* Section 46392, the school may qualify for an attendance adjustment when the Actual Attendance Hours (Column F) divided by the "Normal" Attendance Hours (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.

H. Net Increase of Hours (C-F) – Calculated field. The Actual Attendance Hours (Column F) is subtracted from the "Normal" Attendance Hours (Column C) to determine the Net Increase of Hours (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

If the request is approved, the approval letter will include the total net increase of hours for all continuation schools on the form, which may differ from the amount shown. The LEA will then convert the hours to apportionment days and divide this number by the days in the applicable P-1, P-2, or Annual reporting period to determine the ADA increase.

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

If this request does not include any lost or destroyed attendance records, select the "Not Applicable" box on the top right corner and proceed to Section E.

PART I: PERIOD OF REQUEST

Enter the dates of the records that were lost or destroyed.

PART II: CIRCUMSTANCES

Provide a detailed explanation on the emergency condition(s) and the extent of the lost or destroyed records.

PART III: PROPOSAL

Provide a detailed proposal or estimation in the allotted space.

SECTION E: AFFIDAVIT

A completed affidavit is required before submitting the entire Form J-13A request to CDE.

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS

- Enter the name of the school district, COE, or charter school.
- Enter the names of the all the board members.
- At least a majority of the board members must sign this affidavit.
- The governing board signatures must be witnessed. The witness person must complete the following fields:
  - Witnessed date
  - Name
  - Signature
  - Title
  - County name

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER

Only complete for a charter school request. Once the governing board members and witness fields have been completed, this request will be submitted to the charter school's authorizer for approval. An authorizer for a charter school may be

Form J-13A Instructions

a school district, COE or State Board of Education. If approved, the superintendent of the charter school's authorizer will complete the following fields:

- Name
- Signature
- Authorizing LEA Name

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

All requests must go to the COE for approval. If approved, the COE will complete Part III of the affidavit. The county superintendent's signature must be witnessed.

- Name of the County Superintendent of Schools (or designee)
- Signature of the County Superintendent of Schools (or designee)
- Witnessed date
- Witness name
- Witness signature
- Witness title
- County name
- Contact person/individual responsible for completing the county affidavit. Include the contact person's name, title, phone number and e-mail address.

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K–12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at https://www.cde.ca.gov/fg/aa/pa/j13a.asp for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME:	COUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
Voices College-Bound Language Academy at Mt. Pleasant	43	10439	1743

LEA SUPERINTENDENT OR ADMINISTRATOR NAME:	FISCAL YEAR:
Lizzette Ramirez, COO	

ADDRESS:	COUNTY NAME:
14271 Story Rod.	Santa Clara

CITY:	STATE:	ZIP CODE:
San Jose	CA	95127-3823

CONTACT NAME:	TITLE:	PHONE:	E-MAIL:
Lizzette Ramirez	COO	408-314-8640	lramirez@voicescharterschool.com

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type)**:**

☐ SCHOOL DISTRICT	☐ COUNTY OFFICE OF EDUCATION (COE)	◉ CHARTER SCHOOL
Choose one of the following: ☐ All district school sites ☐ Select district school sites	Choose one of the following: ☐ All COE school sites ☐ Select COE school sites	

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

◉ **SCHOOL CLOSURE:** When one or more schools were closed because of conditions described in *EC* Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per *EC* Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *EC* Section 46200, et seq.

☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ **MATERIAL DECREASE:** When one or more schools were kept open but experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to *EC* Section 46392 and *CCR*, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of *EC* Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency.

☐ There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.

☐ **LOST OR DESTROYED ATTENDANCE RECORDS:** When attendance records have been lost or destroyed as described in *EC* Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to *EC* Section 46391:

"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION B: SCHOOL CLOSURE

☐ **Not Applicable (Proceed to Section C)**

☐ **Supplemental Page(s) Attached**

PART I: NATURE OF EMERGENCY (Describe in detail.)

School cancellations due to extreme weather and poweroutages.

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

A	B	C	D	E	F	G	H	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergency Days Used	Date(s) of Emergency Closure	Closure Dates Requested	Total Number of Days Requested
Voices College-Bound Language Academy at Mt. Pleasant	0132530	Charter	175	0	0	2/5/2024-2/7/2024	2/5/24-2/7/2024	3

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

A	B	C	D	E	F
School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION C: MATERIAL DECREASE

☐ **Not Applicable (Proceed to Section D)**
☑ **Supplemental Page(s) Attached**

PART I: NATURE OF EMERGENCY (Describe in detail.)

Due to the power outage sustained during several days in the area.

See Supplemental pages in Excel file for completed data in Part II below. The PDF would not automatically calculate the totals.

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
Voices College-Bound Language Academy at Mt. Pleas	0132530	89.63	9/25/2023 - 10/20/2023	2/8/2024	63.21	0	0
Voices College-Bound Language Academy at Mt. Pleas	0132530	89.63	9/25/2023 - 10/20/2023	2/9/2024	73.23		0
			-				0
			-				0
			-				0
			-				0
			-				0
			-				0
			-				0
			-				0
	Total:	0			0		0

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at https://www.cde.ca.gov/fg/aa/pa/j13a.asp if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
							0
						0	0
						0	0
						0	0
						0	0
	Total:	0			0		0

**Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.*

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

☉ **Not Applicable (Proceed to Section E)**

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of _____, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names	**Board Members Signatures**

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ _____ Title: _____ of _____ County, California
(Name) (Signature)

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee): _____ _____ Authorizing LEA Name: _____
(Name) (Signature)

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee): _____ _____
(Name) (Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____, _____.

Witness: _____ _____ Title: _____ of _____ County, California
(Name) (Signature)

COE contact/individual responsible for completing this section:

Name: _____ Title: _____ Phone: _____ E-mail: _____

PRINT FORM

Powered by BoardOnTrack

Coversheet

Approve J13 A for Voices Stockton

Section: III. Consent Agenda
Item: H. Approve J13 A for Voices Stockton
Purpose: Vote
Submitted by:
Related Material: stockton lockdown 22824.pdf

Voices Stockton

SP

LOCKDOWN STAY AWAY FROM SCHOOL UNTIL FURTHER NOTICE

Salvador Padilla • 5 days ago • Wednesday, Feb 28 at 7:42 AM • **Voices Stockton**

Hello Voices Families and Staff,

There's an arm person locked in a building that is a block away from the school and it's surrounded by the CA Highway Patrol and SWAT team. Please keep your child away from the school until further notice.

If your child is already at school, we will keep them safe in the cafeteria. Please don't come to pick them up.

Warm Regards,
Salvador Padilla

[Wednesday, Feb 28 at 8:15 AM]
The school building is locked and secured. The few staff and students who are onsite are safe. We are waiting for CA Highway Patrol Department to give us the clearance. We are still on lockdown until further notice.

In the meantime, please stay away from the area. Thank you for your cooperation.

[Wednesday, Feb 28 at 9:59 AM]
We are still on lockdown and waiting for clearance from CHP.

[Wednesday, Feb 28 at 12:16 PM]
UPDATE: Due to the long standing with law enforcement and the individual, we ask you to keep your child at home for the remainder of the day.

Tutoring and El Faro programs are cancelled today due to the lockdown. We will look forward to El Faro and Tutoring being open again tomorrow.

[Wednesday, Feb 28 at 2:58 PM]
CHP called and cleared it. Our school was safe at all time, and due to it's close proximity, we took precautionary measures to keep students and staff safe. Thank you everyone for your collaboration. We will continue school tomorrow.

In community,
Salvador Padilla

Comments & Replies

Vanessa Vega Please let us know when you can when it is safe 🥺🥺🥺 and the situation has been handled

🔒 • Reply • 5 days ago

Coversheet

Approve Grants

Section: III. Consent Agenda
Item: I. Approve Grants
Purpose: Vote
Submitted by:
Related Material: SSF Voices - Grant Agreement_2.2024.docx.pdf
CSGF_Grant_Agreement_to_Voic.pdf

SiliconSchools
827 Broadway, Suite 300 ● Oakland, CA 94607 ● www.siliconschools.com

February 13, 2024

Aldo Ramirez
Voices College-Bound Language Academies
14271 Story Rd
San Jose, CA 95127

Dear Aldo,

We are pleased to share that the Silicon Schools Fund has approved a $37,500 grant to support Voices' two-year participation in Greenhouse E3 – 2024 cohort.

Our portfolio is collectively striving to transform teaching and learning in California. We are guided in this work by three key goals:

1. Launch excellent schools and protect existing schools across California that serves students and families – especially those that need them the most.
2. Improve instruction immediately in existing schools by deploying practices from best-in-class support providers.
3. Drive the next phase of innovation in education to meet the needs of the times.

To accept this grant, please electronically sign (via DocuSign) the attached term sheet and wire transfer form within two weeks. If you have any questions about the remaining steps in this process or the timeline, please contact me or Amy Ng.

Thank you for your great work. We are pleased to support your efforts.

Sincerely,

Caitrin Wright
CEO, Silicon Schools Fund

GRANT AGREEMENT
Silicon Schools Fund & Voices College-Bound Language Academies

Grantee: Voices College-Bound Language Academies

Grantee Representative: Aldo Ramirez, CEO, Voices College-Bound Language Academies

Purpose of Grant: To support Voices' participation in Greenhouse E3.

Grant Type: Schools

Date Approved: August 2023

Grant Amount: $37,500

Payment Date: February 2024

Terms:
Silicon Schools Fund (Grantor) believes that a grant to Voices (Grantee) for the purposes, and on the terms and conditions, stated below in this Agreement will further Silicon Schools Funds' charitable purpose by supporting the next generation of charter school executives to lead excellent schools across California.

Grantor and Grantee agree to the following terms and conditions:

a. **Required Charitable Purpose and Specific Uses of Grant.** Grantor is making this grant to support Voices (Grantee) to participate in a two year program at Greenhouse E3. All grant funds shall at all times be held and used solely for the charitable project or purpose and specific use described above, and Grantee shall repay to Grantor any portion of the amount granted which is not distributed for that specific use. Any changes in the purposes or use for which grant funds are spent must be approved in writing by the Grantor before implementation.

b. **Prohibited Uses.** In addition to the above-described specific restrictions, Grantee shall not use any portion of the funds granted herein, or any income therefrom:
    a. To undertake any activity for any purpose other than religious, charitable, scientific, literary, or educational;
    b. To cause any private inurement or improper private benefit to occur, or to take any other action inconsistent with Section 501(c)(3) of the Internal Revenue Code;
    c. To carry on propaganda, or otherwise attempt to influence legislation;
    d. To influence the outcome of any public election or to carry on, directly or indirectly, any voter registration drive.

c. **Community engagement.** Grantee will be a vibrant member of the Silicon Schools Fund community and live its values of providing innovative leadership, sharing learnings, and delivering great outcomes.

d. **Reporting.** Grantee will provide a report on the progress toward achieving the grant's purpose by 6/30/2025 and 6/30/2026. This report may be conducted via zoom/phone or in a written form, to be mutually agreed upon by Grantee and Grantor. Grantee will also provide verbal updates on progress throughout the term of the grant to Grantor as requested.

e. **Notice of changes.** Grantee shall notify Grantor immediately of any change in Grantee's non-profit status, key personnel essential to the ongoing administration of the organization or program, or funding that may impair the ability of Grantee to fulfill its obligations under this Agreement. Any significant changes, additions or deletions to any part of the program goals, objectives, activities, outcomes, timetable, or budget as originally approved must be requested in writing by Grantee and approval, if given, will be indicated in writing by Grantor. If there is any question as to the significance of a particular change, please contact Grantor.

f. **Intellectual Property.** Grantee grants the Grantor a non-exclusive, non-commercial, perpetual, worldwide, transferable, royalty-free license (the *"License*") to:

   i. any and all work product, source code, computer programs, applications, writings, other works of authorship, copyrights, inventions, designs, utility models, patents, trademarks, and trade secrets;
   ii. applications or derivatives of or related to any of the foregoing; and
   iii. any other intellectual property rights;

that (x) arise or result from Grantee's direct or indirect use of the Grant, or (y) are created by or for Grantee in furtherance of the Purpose (collectively, the *"Grant-Related Intellectual Property*"). The License includes at least the following rights: (i) to make or have made, use, import, or provide any service, product, method, or apparatus, covered by the Grant-Related Intellectual Property; (ii) to reproduce, prepare derivative works of, make improvements to, perform, display, and distribute any work, process, or service, covered by the Grant-Related Intellectual Property; and (iii) a limited right to sublicense the Grant-Related Intellectual Property to third-parties either for use by any such third party solely to support the Grantor's non-commercial use of the Grant-Related Intellectual Property, or for non-commercial use by any such third party.

g. **Indemnification.** Grantee hereby irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify, and hold harmless Grantor, its officers, directors, trustees, employees, and agents, from and against any and all claims, liabilities, losses, and expenses (including reasonable attorneys' fees) directly, indirectly, wholly, or partially arising from or in connection with any act or omission of Grantee, its employees, or agents, in applying for or accepting the grant, in expending or applying the funds furnished pursuant to the grant or in carrying out the program or project to be funded or financed by the grant, except to the extent that such claims, liabilities, losses, or expenses arise from or in

connection with any act or omission of Grantor, its officers, directors, trustees, employees, or agents.

h. **Remedies.** In the event that Grantee violates or fails to carry out any provision of this Agreement, Grantor may, in addition to any other legal remedies it may have, refuse to make any further grant payments to Grantee, and Grantor may demand the return of all or part of the unexpended grant funds, which the Grantee shall immediately repay to Grantor.

i. **Governing Law.** This Agreement shall be construed in accordance with, and governed by, the laws of the State of California.

j. **Entire agreement; amendments and waivers.** This Agreement shall supersede any prior oral or written understandings or communications between the parties and constitutes the entire agreement of the parties with respect to the subject matter hereof. This Agreement may not be amended or modified, except in a writing signed by both parties hereto.

Silicon Schools Fund is excited to continue our partnership with Voices and we look forward to seeing your work evolve.

Upon signing this contract, the undersigned agree to the terms of this agreement.

DocuSigned by:
Aldo Ramirez
1224B3CC150461...

Aldo Ramirez
CEO, Voices College-Bound Language Academies

2/26/2024
Date

DocuSigned by:
Caitrin Wright
1B93619ACCE412...

Caitrin Wright
CEO, Silicon Schools Fund

2/29/2024
Date

Wire Transfer Information

Please complete the needed information below so we can complete a wire agreement upon execution of this agreement

Name of Bank: Heritage Bank of Commerce

Bank Address: 224 Airport Parkway, San Jose, CA 95110

ABA Number (for domestic wires): N/A

Grantee Bank Account Name: Voices College-Bound Language Academies

Grantee Bank Account Address: 6840 Via Del Oro, Ste. 160, San Jose, CA 95119

Grantee Bank Account Number: 121142287

Grantee Organization's FEIN: 20-4741060

Grantee Contact Name and info to confirm wire information:

Aldo Ramirez, CEO
760-508-5590

If you have any questions or concerns regarding this information, please contact Amy Ng at amy@siliconschools.com

GRANT AGREEMENT

From:	CHARTER FUND, INC., a Delaware nonprofit non-stock corporation, doing business as Charter School Growth Fund ("Grantor")
To:	VOICES COLLEGE-BOUND LANGUAGE ACADEMIES, a California nonprofit corporation ("Grantee")
Grantee Tax I.D.#	20-4741060
Grantee Tax Status:	PC - Public Charity
Grant Number	VOICES-F4-NATL-SC-OC-2024-1Q
Dated:	February 1, 2024
Grant Amount:	ONE HUNDRED FIFTY THOUSAND DOLLARS ($150,000.00) (the "Grant")

This *Grant Agreement* (this "Agreement"), upon execution on behalf of Grantee in the spaces provided for signature, (i) will evidence Grantee's agreement with and commitment to Grantor as follows and (ii) summarizes the terms and conditions pursuant to which Grantor has awarded this Grant to Grantee:

I. GRANTEE'S STATUS:

Grantee confirms that (1) it has been determined by the Internal Revenue Service (the "IRS") to be (a) an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code") and (b) a public charity described in Section 509(a)(1), Section 509(a)(2), or Section 509(a)(3) (other than a non-functionally integrated Type III supporting organization described in Section 4942(g)(4)(A)(i)) of the Code, and (2) these determinations have not been revoked or modified and continue in full force and effect. If either determination is revoked or modified, Grantee shall notify Grantor immediately. No payment hereunder shall be required to be made at any time after Grantee ceases to be an organization described in Section 501(c)(3) of the Code and a public charity described in Section 509(a)(1), 509(a)(2), 509(a)(3) (as described in this Paragraph I) of the Code.

II. PURPOSE OF GRANT:

The purpose of this Grant is to support Grantee's partnership with Leading Elephants to diagnose issues, re-envision solutions, and provide strategic rebuilding guidance to resolve post-pandemic transition challenges (the "Project"). The Grant funds, and income earned thereon, may be expended only for charitable, religious, scientific, literary, or educational purposes. This Grant is made only for the purposes stated in this Agreement, and it is understood that the Grant funds will be used only for such purposes and that no substantial variances will be made without Grantor's prior approval in writing.

III. AMOUNT OF GRANT:

The Grant is to be paid according to the schedule in Exhibit A (Section I) attached hereto and is expressly subject to the Conditions of Grant set forth in Paragraph IV below. The Grant is contingent on Grantee's compliance with each and every condition and provision in this Agreement, including, but not limited to, the accomplishment of each of the specific milestone requirements described in Exhibit A

(Section II) (the "Milestones") and timely delivery of related reports (described in Paragraph IV.E below and Exhibit A (Section III)).

IV. CONDITIONS OF GRANT:

A. Accomplishment of Milestones. The Grant is expressly contingent upon Grantee meeting the Milestones and within the specific time periods described therein. The determination of whether any such Milestone(s) has been met is to be determined by Grantor in its sole and absolute discretion. Should Grantor determine that any milestone has not been met or not met within the timeline specified in Exhibit A, Grantor may, in its sole discretion, terminate the Grant in its entirety and cancel any future payment of Grant funds. Grantor may also, in its sole and absolute discretion, waive any such failure to meet a Milestone. Any such waiver must be in writing and shall not operate as a waiver by Grantor of any other right or power set forth in this Agreement.

B. Expenditure of Grant Funds.

1. Unexpended Funds; Repayment of Grant Funds. Any Grant funds, and income earned thereon, not expended in support of the Project and in accordance with the terms of this Grant must be returned promptly to Grantor unless Grantor provides a written waiver of this requirement. Grantee further agrees that it will immediately repay the full amount of the Grant funds that were not spent for the purposes set forth in this Agreement if Grantee, for any reason, becomes unable to carry out the purposes as stated in this Agreement or otherwise violates the terms of this Agreement.

2. Restrictions. Grant funds may not be used by Grantee:

a) to carry on propaganda, or otherwise attempt, to influence legislation (within the meaning of Section 4945(d)(1) of the Code);

b) to influence the outcome of any specific public election or to carry on, directly or indirectly, any voter registration drive (within the meaning of Section 4945(d)(2) of the Code);

c) to make any grant that does not comply with the requirements of Section 4945(d)(3) or (4) of the Code;

d) to undertake any activity for any purpose other than one specified in Section 170(c)(2)(B) of the Code; or

e) for any purposes inconsistent with the purpose of the Grant set forth in Paragraph II (see Exhibit B for examples of expenditures that will be deemed to be inconsistent with the purposes of Paragraph II).

C. Loss of Eligibility. Grantee shall return to Grantor any unexpended Grant funds held by Grantee if Grantee loses its status as an eligible Grantee as described in Paragraph I.

D. Records.

1. Maintenance. Grantee agrees to maintain adequate records for the Project to enable the Grantor to easily determine how the grant funds were expended. Grantee may commingle the Grant with its general account or other accounts of Grantee for uses consistent with its status as an organization exempt from income tax under Section 501(c)(3) of the Code. Although the Grant funds need not be physically segregated, the receipt and expenditure of the Grant funds must be shown separately in Grantee's accounting records.

2. Retention. Accounting records, as well as copies of the reports submitted to Grantor, must be kept by Grantee for at least four (4) years after completion of the use of the Grant funds and be made available to Grantor for examination upon request.

E. Reports.

(a) Grantee shall provide written reports to Grantor describing Grantee's progress toward accomplishing the Milestones in accordance with the completion dates set forth in the attached Exhibit A (Section II and Section III).

(b) To the extent Grantee will provide any student data and/or student information ("Student Data") to Grantor as part of this Grant, Grantee will submit such Student Data on a de-identified basis that does not contain information which could be used alone or in combination to identify a natural person ("Personally Identifiable Information"). All Student Data provided shall be in compliance with all requirements of the Family Educational Rights and Privacy Act (FERPA) and in compliance with any additional restrictions on the use of Student Data as may be imposed under federal, state and local laws applicable to Grantee. Grantee undertakes and agrees to defend, indemnify and hold harmless Grantor and any of its boards, officers, funders, agents, employees, assigns, and successors in interest from and against all suits and causes of action, claims, losses, demands and expenses including, but not limited to, attorney's fees and cost of litigation, damage or liability of any nature whatsoever, arising in any manner by reason of the negligent acts, errors, omissions or willful misconduct incident to the provision of Student Data by the Grantee

F. Evaluation and Monitoring. Grantee agrees to cooperate fully in any evaluation of the Grant that Grantor may undertake or authorize. An evaluation may include a visit from Grantor directors, officers, staff, or consultants; discussions with Grantee; interviews with Grantee constituents; a review of programmatic and financial records maintained by Grantee; or similar activities. Grantee also permits Grantor to share any programmatic and financial records received from the Grantee with Grantor's funders and consultants as may be requested from time to time to carry out evaluation and monitoring. Grantee also agrees to comply with any reporting obligations imposed from time to time by Grantor.

G. Licensing and Credentials. Grantee hereby agrees to maintain, in full force and effect, all required governmental or professional licenses and credentials for itself, its facilities, its employees, and all other persons engaged in work in conjunction with this Grant, including but not limited to its charter.

H. No Further Obligations by Grantor. Except as expressly provided in this Agreement, Grantee understands and agrees that Grantor has no obligation to provide other or additional support or grants to Grantee.

I. Grantor Name and Logo. Grantee acknowledges that the name and mark, Charter Fund, Inc. (d/b/a, "Charter School Growth Fund"), and all variations thereof (the "Grantor Name"), are the sole and exclusive property of Grantor, that any and all uses of Grantor Name by Grantee shall inure solely to the benefit of Grantor, and that Grantee shall not acquire any right, title, or interest in any Grantor Name. All uses of any Grantor Name by Grantee in any manner shall be subject to inspection by and prior written approval of Grantor, which approval may be granted or withheld in the sole and absolute discretion of Grantor; provided, however, that Grantee may list Grantor as a general supporting organization in its annual report (if any). Grantee shall enter into with Grantor such license agreement as Grantor, in its sole reasonable discretion, may deem to be appropriate to more fully set forth the terms of any use by Grantee of Grantor's name.

J. Payment of Funds to Related Parties of Grantor. No part of the Grant shall be paid to any director, officer, or employee (or their family members) of Grantor for any purpose.

K. Indemnification. To the fullest extent permitted by law, Grantee hereby undertakes and agrees to release, defend, indemnify, and hold harmless Grantor, Grantor's granting foundations (collectively, the "Foundations"), and any of Grantor's or the Foundations' respective directors, officers, trustees, representatives, agents, employees, assigns, and successors in interest from and against all suits and causes of action, claims, losses, demands, damages, liabilities, and expenses of any nature whatsoever, including, but not limited to, attorney's fees and costs of litigation, arising in any manner out of (directly or indirectly) or related in any way to the negligence, acts, omissions, or willful misconduct by Grantee or any of Grantee's directors, officers, employees, subgrantees, contractors, or agents in connection with or related to this Grant or the activities funded by this Grant.

L. No Renewal Promised. Grantee acknowledges and agrees that Grantor has made no actual or implied promise of funding except in the amount and under the terms and conditions stated herein.

M. Notification of Material Change. Grantee agrees to notify Grantor immediately of (a) any change in the organizational leadership or key personnel (including, without limitation, directors and officers) of Grantee, or (b) any material change or adverse development relative to Grantee's financial condition, operations, activities, or affairs.

N. Termination. Failure to comply with any term of this Agreement, including, but not limited to, the reporting requirements set forth herein, shall result in termination of the Grant and require the return of all Grant funds, and any income thereon, to Grantor. Grantor reserves

the right to terminate this Agreement if it determines, in its sole discretion, that Grantee has made any misrepresentations, has in any way misappropriated funds, or has failed to comply with the terms and conditions of this Agreement. Grantor shall be entitled to a return of any misappropriated funds up to and including the full amount of the Grant funds.

O. Governing Law and Venue. This Agreement shall be construed in accordance with the laws of the State of Colorado, and any claims or causes of action shall be adjudicated exclusively in the courts of the State of Colorado.

P. Compliance with U.S. Law. Grantee agrees to comply with all applicable United States law.

Q. Severability. If any term, covenant, or condition of this Agreement, or the application thereof to any person or circumstances, shall, to any extent, be invalid or unenforceable, the remainder of this Agreement, or the application of such term to persons or circumstances other than those as to which it is invalid or unenforceable, shall not be affected thereby, and each term of this Agreement shall be valid and enforceable to the fullest extent permitted by law.

R. Entire Agreement, Amendment, and Assignment. This Agreement sets forth all terms of this Grant and replaces all prior understandings and agreements with respect to this Grant. Any modification or amendment must be in writing and signed by an authorized officer of Grantee and of Grantor. No party hereto may assign its interest or obligations hereunder without the written consent of the other party hereto, which consent shall not be unreasonably withheld.

S. Relationship of the Parties. It is the express intention of the parties that this Agreement shall not be construed as creating any relationship hereunder other than that of grantor and grantee, and no other relationship such as one of partnership, joint venture, or otherwise shall arise by reason hereof.

T. Due Authority. The person signing this Agreement on behalf of Grantee represents and warrants to Grantor that he or she is an officer of Grantee and has requisite legal power and authority to execute this Agreement on behalf of Grantee and to bind Grantee to the obligations herein.

U. Intellectual Property. Except as may otherwise be provided herein, all copyright interest in materials that may be produced as a result of this Grant (the "Grant Work Product") shall be owned by Grantee. To effect the widest possible distribution of the Grant Work Product and to ensure that it furthers charitable purposes and benefits the public, Grantee hereby grants to Grantor a non-exclusive, transferrable, perpetual, irrevocable, royalty-free, paid-up, worldwide license to use, display, perform, reproduce, publish, copy, and distribute, for non-commercial purposes, the Grant Work Product and any other work product arising out of or resulting from Grantee's use (including digital or electronic or other media) of the Grant funds, including all intellectual property rights appurtenant thereto, and to sublicense to third parties the rights described herein. Without limiting the foregoing, such license includes the right of Grantor to publish the Grant Work Product on its website in

connection with its work with and support of Grantee, and for use in periodic public reports, press releases, and fact sheets about its grant-making. Grantee further acknowledges and agrees, at Grantor's request, to execute any additional documents necessary to effect such license.

V. Counterparts; Electronic Delivery. This Agreement may be executed in any number of counterparts, each of which when so executed and delivered shall be deemed to be an original and all of which, when taken together, shall constitute one and the same agreement. To the extent signed and delivered by means of a facsimile machine or means of electronic transmission, this Agreement shall be treated in all manner and respects and for all purposes as an original and shall have the same binding legal effect as if it were the original signed version thereof delivered in person.

V. ACCEPTANCE OF GRANT AGREEMENT:

If this Agreement correctly sets forth your understanding of the terms of this Grant, please indicate your agreement to the terms by having this Agreement countersigned by an appropriate officer of your organization and returned to Grantor.

Accepted on behalf of VOICES COLLEGE-BOUND LANGUAGE ACADEMIES., a California nonprofit corporation:

DocuSigned by:
Aldo Ramirez
13221380C50461...
Authorized Signature

Aldo Ramirez
Printed Name

CEO
Title

2/12/2024
Date

Agreed to and Acknowledged on behalf of CHARTER FUND, INC., a Delaware nonprofit non-stock corporation, doing business as Charter School Growth Fund, by:

DocuSigned by:
Darryl Cobb
B9F24A8857224D4...
Authorized Signature

Darryl Cobb
Printed Name

DS RL

DS AMS

President
Title

2/12/2024
Date

Payment Information on File for Existing Grantee of CSGF:

Last 4 of bank account on file:	**x8875**		
Has your payment info changed since your last grant from CSGF?	x	**No**	**Yes**, please provide me a form to provide updated instructions

EXHIBIT A

Payment Schedule; Milestones; and Reporting

I. Payment Schedule*

a. $150,000.00 payable on or around February 16, 2024 contingent upon receipt of this signed Agreement.

Each payment is contingent upon Grantee's compliance with the terms and conditions of this Agreement, including the timely provision by Grantee of satisfactory reports and the satisfaction of certain milestones.

II. Milestones

a. On or before the end of Phase 1, Grantee will provide an update from the leadership debrief of the diagnostic phase of this project.

b. Grantee will also deliver a final debrief upon completion of the project or end of Phase 2.

III. Reporting

a. Updates concerning progress on the project will be provided during monthly check-ins between the RM and CEO.

IV. Grantee Contact information

a. Name: Aldo A. Ramirez

b. Address: 6840 Via del Oro Dr., #160

c. City, State, Zip Code: San Jose, CA 95119

d. Phone: 4087911609

EXHIBIT B

Examples of Prohibited Expenditures

By way of illustration, Grant funds shall not be expended for any of the purposes listed below.

- Any form of **personal uses**, including but not limited to clothing, cars, luggage, celebrations, travel (including travel for family members, friends, and/or pets), or any other personal effects or household item(s), charges or services
- Event tickets including those for sporting events, theater, film, and/or concerts, or similar (class or school wide educational or cultural events are permitted if included within scope of the Project)
- Gift cards or gifts of any kind
- Private, first-class, or business class travel
- Any other use of funds that is inconsistent with your tax-exempt purpose

Coversheet

Approve Contracts

Section: III. Consent Agenda
Item: J. Approve Contracts
Purpose:
Submitted by:
Related Material:
PC SBIT SCC Voices Academy Service Proposal SY23-24.pdf
Voices College-Bound Language Academies - RFP VCBLA-2024-CAT2-MH Network Equipment.pdf
Leading Elephants.pdf
Statement of Work - Audit Services (1).pdf
2024 B&G Club MOU Summer_Voices.pdf
FACES Voices summer school enrichment 2024.pdf

Pacific Clinics
School Based Intervention Team (SBIT)
Voices College-Bound Languages Academies
Tiered Intervention Service Proposal – SY 23/24

Context

Pacific Clinics proposes to provide Voices College-Bound Languages Academies with a dedicated School Based Intervention Team for 23/24 school year as presented below. Services will be focused on tiered interventions, teacher consultation, workshops, and student linkage. Services will be provided for the duration of the school year. Various mental health related concerns (e.g., social isolation, school refusal, ASD, ADHD, anxiety, depression, etc.) will be addressed through services. Services provided are flexible at the discretion of the school and/or district.

Tiered Intervention Services: Proposal Option

Dedicated SBIT Team
.5 FTE Behavior Staff
.12 FTE Supervision Clinical Risk Management

Contract Service Fee Schedule

Service Period: School Year 2023/2024 April 8th, 2024 - June 7th, 2024

Staffing	FTE	Rate ($/Week)	Weeks	Dollars
SBIT Behavior Staff	0.5	$3,950	9	$17,775
Supervision Clinical Risk Management	0.12	$7,000	9	$7,560
TOTAL				**$25,335**

Billing Method: One-Time Flat Rate (May 2024)
Payment Term: Net 30

AMS.NET
Technology Solution Provider

PROPOSAL FOR:

Voices College-Bound Language Academies 101301
E-Rate Funding Year 2024-2025
RFP: VCBLA-2024-CAT2-MH Network Equipment
Form 470: 240008103

Original

PREPARED BY: Dave Zieker, Senior Account Manager, AMS.NET

AMS.NET
Technology Solution Provider

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Required Bid Documents	Section 2
Project Cost Summary and Quote	Section 3
References	Section 4
Company Documents	Section 5

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800-893-3660

AMS.NET
Technology Solution Provider

Section 1

Celebrating More Than 25 Years
www.ams.net
800-893-3660

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COVER LETTER

Voices College-Bound Language Academies
E-Rate 27 - RFP: VCBLA-2024-CAT2-MH
Network Equipment

Dear Haley,

AMS.NET is an established certified Meraki Gold Partner and a N1C Premier Partner specializing in K12 in California, and has been dedicated to providing flexible, scalable and cost-effective solutions for our K12 education partners for over three decades. AMS has been fortunate to work with education partners all throughout California, each presenting their own unique set of challenges from an infrastructure and budgetary standpoint. Our goal is to deliver the same level of success to each partner, in every deployment, regardless of the challenges.

The representative from AMS.NET that will negotiate and approve terms and conditions will be Diana Monaghan our Vice President and she can be reached at dmonaghan@ams.net .

Any information where questions related to the proposal should be directed to dmonaghan@ams.net . Diana will be the authorized representative from February 2024 – March 2024 in order to assist with the completion of the District's E-Rate applications, as requested.

AMS.NET has read, understands, and will comply with all the terms set forth in the RFP as well as the rules and regulations set forth by USAC and the FCC. AMS.NET holds an FCC Green Light status and our response has been submitted to address all aspects of the abovementioned RFP.

The relevant staff for this project will be:

Dave Zieker
Sr. Account Manager
dzieker@ams.net

Tom Vasconi
VP of Sales
tvasconi@ams.net

Diana Monaghan
Vice President
dmonaghan@ams.net

We trust Voices College-Bound Language Academies will find our response clear, concise and that we meet all the requirements set forth in the RFP. We welcome any questions or concerns and greatly look forward to the opportunity to provide Voices College-Bound Language Academies with the products and services to enable a more efficient and effective 21st Century learning environment.

Sincerely,

Dave Zieker
Sr. Account Manager
dzieker@ams.net
(925) 245-6160
Contractor License #763508 (C7 Low Voltage)
SPIN #143005880

AMS.NET
Technology Solution Provider

Section 2

Celebrating More Than 25 Years
www.ams.net
800-893-3660

AMS.NET
Technology Solution Provider

AMS.NET, Inc.
Headquarters
502 Commerce Way
Livermore, CA 94551
925-245-6100
925-245-6150 Fax
www.ams.net

Voices College-Bound Language Academies
6840 Via Del Oro Suite 160
San Jose, CA 95119

To Whom It May Concern,

AMS.NET, Inc. certifies that no principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation, by any Federal department or agency, from transactions involving the use of Federal funds.

Thank you,

Diana Monaghan
Secretary

Voices
College-Bound Language Academies

TABLE 1

SITE NAME: Voices Morgan Hill **ADDRESS:** 16505 Monterey Rd. Morgan Hill, CA 95037

Type	Requested Item/ Service	Proposed Item/ Service	Part #	QTY	Item Price	Taxes & Fees	Freight/ Shipping	E-Rate Eligible %	Total Price	E-Rate Eligible Price	E-Rate Ineligible Price
Switch	MS250-24 or equivalent	Switching	MS250-24P-HW	5	$3,953.08	$1,852.99	$0.00	100%	$21,618.39	$21,618.39	$0.00
License	LIC-MS250-24P-3YR or equivalent	Licenses	LIC-MS250-24P-3YR	5	$500.85	$0.00	$0.00	100%	$2,504.25	$2,504.25	$0.00
Switch	MS250-48 or equivalent	Switching	MS250-48-HW	2	$5,098.47	$955.96	$0.00	100%	$11,152.90	$11,152.90	$0.00
License	LIC-MS250-48-3YR or equivalent	Licenses	LIC-MS250-48-3YR	2	$642.10	$0.00	$0.00	100%	$1,284.20	$1,284.20	$0.00
Switch	MS120-8 or equivalent	Switching	MS120-8-HW	2	$447.12	$83.84	$0.00	100%	$978.08	$978.08	$0.00
License	LIC-MS120-8-3YR or equivalent	Licenses	LIC-MS120-8-3YR	2	$48.93	$0.00	$0.00	100%	$97.86	$97.86	$0.00
UPS	Eaton Tripp Lite Series UPS Smart Online 2000VA 1800W Rackmount 120V 7-Outlets LCD USB DB9 2URM - UPS - 1800 Watt - 220 or equivalent	UPS	N1C.L2000	3	$1,978.80	$556.53	$0.00	100%	$6,492.93	$6,492.93	$0.00
Labor	AMS Installation Labor	Installation Labor	AMS-NI	1	$5,600.00	$0.00	$0.00	100%	$5,600.00	$5,600.00	$0.00
VOICES MORGAN HILL GRAND TOTAL						$3,449.32	$0.00	100%	$49,728.61	$49,728.61	$0.00

Powered by BoardOnTrack

SALES ORDER AGREEMENT
E-RATE

THIS SALES ORDER AGREEMENT ("Agreement") is made and entered into on January 10, 2024, by and between AMS.NET, INC., a Delaware corporation ("AMS"), whose address is 502 Commerce Way, Livermore, CA 94551 and Voices College-Bound Language Academies , an Education ("Customer"), whose address is 14271 Story Road San jose, Ca. 95127 .

1. **Confirmation of Sales Order.** Customer hereby agrees to purchase from AMS, and AMS hereby agrees to sell to Customer, the multi-service networking equipment and services specified in the AMS price quote, customer purchase order, or other documentation attached hereto and labeled **Exhibit A**, the terms of which are hereby incorporated and made a part of this Agreement.

   This agreement is contingent on E-rate funding.

   Customer understands the equipment that was quoted in the ERate contract is non-returnable once it has been ordered and received.

2. **Payment Terms and Taxes.** Upon written funding approval from the Schools and Libraries Division (SLD) of the **Universal Service Administrative Company** (USAC), a sum representing the total utilized project cost minus the discount applied by the SLD and any items that are determined not E-rate eligible, shall be due to AMS.NET . A PO is required representing these items. Subsequent billing invoices for equipment and services provided under this Agreement shall be sent to Customer concurrently with the delivery of equipment and/or the provision of services, as the case may be. Customer is required to complete, sign, and return service certification form sent by SLD within 5 business days. All billing invoices shall be due and payable in full thirty (30) days after the date of billing (i.e., net 30 day payment terms), with the date of billing being the date indicated on the billing invoice. Customer shall pay any and all taxes based on or in any way computed with reference to the equipment and services being provided under this Agreement, (minus the discount applied by SLD) including but not limited to sales taxes but excluding taxes based on AMS's net income. Customer understands that they are responsible for costs incurred due to any unforeseen sales tax increases.

3. **Installation Date.** The term "installation date" means the first business day on which installation of the system is complete. Minor omissions or variances in performance of the System that do not materially or adversely affect the operation of the system, shall not be deemed to have postponed the Installation Date. Seller shall use its best efforts to make timely delivery and installation. **HOWEVER, ALL STATED DELIVERY AND INSTALLATION DATES ARE APPROXIMATE AND EXCEPT AS EXPRESSLY PROVIDED IN THIS AGREEMENT, SELLER SHALL, UNDER NO CIRCUMSTANCE, BE DEEMED TO BE IN DEFAULT HEREUNDER OR BE LIABLE FOR CONSEQUENTIAL, INCIDENTAL OR SPECIAL DAMAGES OR COMMERCIAL LOSS RESULTING FROM DELAYS IN DELIVERY OR INSTALLATION.**

4. **Change Management Procedures**. It may become necessary to amend this agreement for reasons including, but not limited to, the following:
   - Changes to scope of the work and/or specifications for the Services,
   - Changes to the Milestone Invoice Schedule,
   - Changes to the project schedule due to unavailability of resources which are beyond either party's control, and/or,
   - Environmental or architectural conditions not previously identified.

   In the event either party desires to change this SOW, the following procedures shall apply:

   i. The party requesting the change will deliver a "Change Request" to the other party (an example of which is provided in Appendix B). The Change Request will describe the nature of the change, the reason for the change, and the effect the change will have on the scope of work.
   ii. A change Request may be initiated either by Customer or by AMS for any changes to the SOW. The parties will evaluate the Change Request and negotiate in good faith the changes to the Services and additional fees, if required to implement the Change Request. If both parties agree to implement the Change Request, both parties will sign the Change Request, indicating the acceptance of the changes by the parties.
   iii. AMS shall require a schedule extension of Services of up to thirty (30) Business Days for any personnel Change Request made by Customer.
   iv. Upon Execution of the Change Request, said Change Request will be incorporated into, and made part of, this SOW.
   v. AMS is under no obligation to proceed with the Change Request until such time as the Change Request has been agreed upon in writing by both parties.

5. **Warranties.** AMS warrants to Customer that it has good title to the equipment being sold to Customer under this Agreement, and the right to sell such equipment to Customer free of liens or encumbrances. AMS further warrants to Customer that the equipment being sold to Customer hereunder shall be free from defects and workmanship for a warranty period of thirty (30) days commencing on the later of the date the equipment is delivered to Customer or the date upon which AMS completes performance of the services to be performed under this Agreement (this warranty being hereinafter referred to as an "Installation Warranty"). EXCEPT AS EXPRESSLY SET FORTH IN THIS PARAGRAPH, AMS DOES NOT MAKE, AND HEREBY DISCLAIMS, ANY AND ALL REPRESENTATIONS OR WARRANTIES, EXPRESSED OR IMPLIED, WITH RESPECT TO THE EQUIPMENT OR SERVICES BEING PROVIDED UNDER THIS AGREEMENT, INCLUDING BUT NOT LIMITED TO ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, SATISFACTORY QUALITY, AGAINST INFRINGEMENT, OR ARISING FROM A COURSE OF DEALING, USAGE OR TRADE PRACTICE. AMS shall reasonably cooperate and assist Customer in enforcing any manufacturer warranties with respect to the equipment being sold to Customer under this Agreement. AMS hereby advises Customer, and Customer acknowledges that in the event Customer desires to procure from AMS any warranty protection beyond the warranty of title and the Installation Warranty provided under this Paragraph, Customer may do so by entering into a separate Service Agreement with AMS.

   Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.

6. **Return for Credit Policy.** Merchandise must be returned within 30 days in unopened original packaging. An RMA number must be requested prior to the return and accompany the equipment when it is received.

7. **Limitation of Liability.** In no event shall AMS be liable to Customer for:
   a. Any indirect, special or consequential damages or lost profits arising out of or related to this Agreement or AMS's performance or breach thereof, even if AMS has been advised of the possibility of any such damages or losses; or.
   b. Any damages resulting from or related to any failure or delay of AMS in the delivery or installation of equipment or the performance of installation or maintenance services (if any).
   c. Notwithstanding any other provision of this Agreement, all liability of AMS and its suppliers under this Agreement or otherwise shall be limited to the money paid to AMS under this Agreement. This limitation of liability is cumulative and not per incident.

8. **Attorneys' Fees.** If any legal action is necessary to enforce terms of this Agreement, the prevailing party shall be entitled to recover from the other party its reasonable attorneys' fees and costs in addition to any other relief to which the prevailing party may be entitled.

9. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of California.

10. **Entire Agreement.** This Agreement, together with any price quotes or purchase orders attached hereto as **Exhibit A**, is the complete and exclusive statement of the mutual understanding of the parties with respect to the subject matter of this Agreement, supersedes and cancels any prior understanding, communications or agreements of the parties with respect to the subject matter of this Agreement, and may be amended or supplemented only by a writing signed by both parties.

11. **Risk of loss.** Seller shall bear all risk of loss or damage to components of the system while they are in transit to the Customer and until deliver to the premises. Thereafter, such risk of loss shall be done by Customer, except for loss caused by the negligence of Seller or its employees

12. **Default.** If Customer shall fail to pay or cause payment of any sum owing to Seller hereunder when due, then, in addition to all other remedies available to Seller at law or equity or under other provisions of this Agreement and not in limitation thereof, Seller may, until said sum is paid in full, collect interest on the sum then owing at the rate of 18% per annum from the date of the last installment due date until such default by the Customer has been cured. It is expressly agreed and understood that in no event shall the aggregate interest charges under the provisions of this paragraph exceed the maximum rate of interest that could be charged under applicable state law.

    Should either party institute legal action to enforce its rights under this agreement, the venue shall be in Alameda County, State of California, and the prevailing party in such action shall be entitled to recover reasonable attorney fees and costs.

13. **Force majeure.** The obligations of Seller hereunder shall be suspended to the extent and for the period of time that is hindered or prevented from performing because of labor disturbances, strikes and lockouts, acts of God, fires, storms, water, unreasonable delays in transportation, governmental action, failure of suppliers, and or any other cause beyond Seller's control.

14. **Assignment.** Seller shall have the right to assign Sellers obligations; however, Seller shall remain liable to Customer for the performance of Seller's obligations under the terms of this agreement.

15. **Customer to provide.** Customer shall, as specified by Seller provide appropriate environmental conditions, necessary commercial power and facilities for the System, access to the premises, and if required by local law, conduit and or special fire retarding cabling. Customer shall pay all charges for telephone trunk lines, in the room system is to be installed, if applicable as well as extensions and equipment for the installation of the system.

16. **Representation of Customer.** Customer warrants and represents that Customer has been duly authorized by all necessary corporate and other action of Customer and Customer's execution of this Agreement will not violate any provision of law or its Articles of Incorporation or Bylaws, or result in the breach of any agreement to which Customer is a party.

17. **Notices.** All notices required or permitted to be given under the Agreement may be given by either party to the other by depositing same in the United States Mail with first class postage prepaid or by fax. Until changed by written notice, such notices shall be direct to Seller at the address that appears at the beginning of this Agreement and Customer at the premises.

18. **EXHIBIT B** is requesting terms and conditions added to this contract per Voices College-Bound Language Academies.

IN WITNESS WHEREOF, AMS and Customer have executed this Agreement as of the date first set forth above.

"AMS:"	"Customer:"
AMS.NET, Inc., a Delaware Corporation	Voices College-Bound Language Academies , a Education Customer
By: _____ Diana Monaghan, Secretary	By: _____ Its: _____

EXHIBIT A

Quote Number	Description	Total $
Q-00076207	E-Rate 27 Meraki Network Equipment - Voices Morgan Hill	$49,728.61

Total Investment $49,728.61

Customer Initials

Voices
College-Bound Language Academies

4.0 TERMS & CONDITIONS

In order for the Charter to present to the Board for approval, the Vendor's submission must include a contract or letter of agreement that can be executed upon approval. The Charter will consider one-year agreements with voluntary extension options or multi-year agreements. This agreement should include the Vendor's best and final offer and the Vendor's contract terms and conditions. The Charter may negotiate terms and conditions to meet requirements consistent with this RFP. In addition to the Vendor's terms, the following terms must be included in the agreement.

4.1 Contract Modification

The Charter reserves the right to

- Extend or abbreviate the contract period if such extension or abbreviation is necessary to make the Contract term coincide with an E-rate "program year" or an extended service end date for an E-rate program year pursuant to a "service delivery deadline extension," FCC and USAC
- Amend, modify, cancel this RFP or not award any contract;
- Increase or decrease the quantities of equipment at the same price listed in the successful contract; or entirely omit an item or group of items to be purchased to reflect actual Charter needs at the time that orders are placed. Such additional quantities will be purchased at the price indicated on the contract. Such modifications are expressly anticipated and included within the scope of this RFP.
- During the term of any Agreement resulting from this RFP, the Charter may elect to procure additional or like goods and/or services offered by the Respondent. Such services shall be negotiated and obtained via an official amendment to this Agreement and approval by the Charter's Governing Board. All terms, conditions, warranties, obligations, maintenance and support of said goods or services shall have a coterminous expiration date with the original date of this Agreement. The Charter shall not enter into a separate Agreement for said goods or services. Respondents must state in their proposal that they acknowledge, accept and are in agreement with coterminous expiration conditions.

4.2 Starting Services

The purchase of equipment and services will be contingent upon E-rate approval and a written notification to proceed or Purchase Order from the Charter has been received. On-site work at the school sites cannot commence until the provider has obtained all relevant certifications, licenses, permits and/or required qualifications for its workers and has presented required documentation for the personnel to work in the Charter's locations.

4.3 Pricing & Substitutions

The Service Provider acknowledges that all pricing and technology infrastructure information in its bid shall be considered as public and non-confidential pursuant to §54.504 (2)(i)(ii). C.

The Service Provider acknowledges that its offer is considered to be the lowest corresponding price pursuant to § 54.511(b). Should it not be the lowest corresponding price, the service provider must disclose the conditions leading to the applicant being charged in excess of lowest corresponding price.

This offer is in full compliance with USAC's Free Services Advisory. There are no free services offered that would predicate an artificial discount and preclude the applicant from paying its proportionate non-discounted share of costs. The service provider agrees to provide substantiating documentation to support this assertion should the applicant, USAC, or the FCC request it.

The Service Provider acknowledges that no change in the products and/or services specified in this document and proposal will be allowed without prior written approval from the Charter and a USAC service substitution approval with the exception of a Global Service Substitutions.

4.4 Communications

Within one (1) week of award, the awarded Service Provider must provide the Charter a bill of materials using a completed USAC "Item 21 Template".

Subsequent schedules of values and invoices for each site must match Item 21 Attachment or subsequent service substitutions.

In the event of questions during an E-rate pre-commitment review, post-commitment review and/or audit inquiry, the awarded Service Provider is expected to reply within 3 days to questions associated with its proposal.

The awarded Service Provider is required to send copies of all forms and invoices to the Charter prior to invoicing USAC for pre-approval. Failure to comply with this requirement may result in the Charter placing the vendor on an "Invoice Check" with USAC.

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Section 3

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Project Cost Summary - Voices College-Bound Language Academies

Project Information

Voices College-Bound Language Academies - E-Rate 27 - RFP: VCBLA-2024-CAT2-MH Net
Project # 101301
January 10, 2024

Account Manager

Dave Zieker
dzieker@ams.net
(925) 245-6160

AMS Quote #	Description	Subtotal	Est. Taxes	Total
Q-00076207	E-Rate 27 Meraki Network Equipment - Voices Morgan Hill	$46,279.29	$3,449.32	$49,728.61
	Totals	$46,279.29	$3,449.32	$49,728.61

Vendor: AMS.NET
Address: 502 Commerce Way, Livermore, CA 94551
Phone: 925-245-6100
SPIN: 143005880

Powered by BoardOnTrack

AMS.NET, Inc.
502 Commerce Way, Livermore, CA 94551
925-245-6100 • 925-245-6150 Fax
www.ams.net

Customer Price Quote

Customer

Voices College-Bound Language Academies
14271 Story Road
San Jose CA, 95127 US
ATTN: Haley Coughlin

Ship To

Voices College-Bound Language Academies
14271 Story Road
San Jose, CA 95127
ATTN: Haley Coughlin

Quote Description

E-Rate 27 Meraki Network Equipment - Voices Morgan Hill

Quote #	**#Q-00076207**
Project #	101301
Modified	1/9/2024
Account Mgr.	Dave Zieker
AM Phone	(925) 245-6160
AM Email	dzieker@ams.net
Inside Account Mgr.	Chris Gosset
IAM Phone	(925) 245-6159
IAM Email	cgosset@ams.net
Quote Exp.	2/2/2024

·ine	Item Description	Manufacturer	Qty	Unit Price	Extended Price	Tax
Meraki MS250-24P L3 Stck Cld-Mngd 24x GigE 370W PoE Switch						
1	**MS250-24P-HW** Meraki MS250-24P L3 Stck Cld-Mngd 24x GigE 370W PoE Switch	Meraki, Inc.	5.00	$3,953.08	$19,765.40	$1,852.99
2	**LIC-MS250-24P-3YR** Meraki MS250-24P Enterprise License 3YR	Meraki, Inc.	5.00	$500.85	$2,504.25	$0.00
Meraki MS250-48 L3 Stck Cld-Mngd 48x GigE Switch						
3	**MS250-48-HW** Meraki MS250-48 L3 Stck Cld-Mngd 48x GigE Switch	Cisco Systems Inc.	2.00	$5,098.47	$10,196.94	$955.96
4	**LIC-MS250-48-3YR** Meraki MS250-48 Enterprise License and Support, 3YR	Cisco Systems Inc.	2.00	$642.10	$1,284.20	$0.00
Meraki MS120-8 1G L2 Cloud Managed 8x GigE Switch						
5	**MS120-8-HW** Meraki MS120-8 1G L2 Cloud Managed 8x GigE Switch	Meraki, Inc.	2.00	$447.12	$894.24	$83.84
	LIC-MS120-8-3YR Meraki MS120-8 Enterprise License and Support, 3 Year	Meraki, Inc.	2.00	$48.93	$97.86	$0.00

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N1C L-Series Lithium UPS 2000VA 2KVA 120V, Rack or Tower

7	**N1C.L2000** N1C L-Series Lithium UPS 2000VA 2KVA 120V, Rack or Tower, SNMP Card Included, 4 Post Rack Kit Included, 10 Year Full	N1 Critical Technologies	3.00	$1,978.80	$5,936.40	$556.53

Labor

8	**AMS-NI-LAN-MERAKI-EDGE-STACK** Labor: Meraki Edge Switch Installation - Stackable	AMS.NET	9.00	$400.00	$3,600.00	$0.00
9	**AMS-NI-UPS-MOUNT** Networking Labor: UPS Rack Mounting (1kVA-3kVA Units)	AMS.NET	3.00	$400.00	$1,200.00	$0.00
10	**AMS-NI-PM-FOC** Labor: Project Manager	AMS.NET	4.00	$200.00	$800.00	$0.00

Shipping

11	**AMS-FREIGHT** Freight and Handling	None	1.00	$0.00	$0.00	$0.00

Order Summary

Subtotal	$46,279.29
Adjustment	$0.00
Estimated Taxes	$3,449.32
Total	**$49,728.61**

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www.ams.net

erms and Conditions

1. AMS.NET will require a Purchase Order referencing this Quote # or if a Purchase order is not provided, an authorized representative must sign this quote.

2. Payment terms are Net 30. An interest charge of 1.5% per month will be applied to all accounts past due, plus all costs of collection and reasonable attorneys fees. AMS.NET accepts all major credit cards. A convenience fee of 3.5% will be assessed. Customer agrees to accept multiple invoices for projects that cover multiple sales. In the event that a site's readiness is delayed by the customer, customer agrees to accept and pay invoices that reflect equipment and services already received.

3. Items sold by AMS.NET, Inc. and shipped to destinations in California are subject to sales tax. If an item is subject to sales tax in the state to which the order is shipped, tax is generally calculated on the total selling price of each individual item. In accordance with state tax laws, the total selling price of an order will generally include shipping and handling charges and item-level discounts. The amount of tax charged on your order will depend upon many factors including, but not limited to, the type of item(s) purchased, and the source and destination of the shipment. Factors can change between the time you place an order and the time an invoice is sent, which could affect the calculation of sales taxes. The amount appearing on your proposal as 'Estimated Sales Tax' may differ from the sales taxes ultimately charged. Shipping charges and sales tax will be ıdded to this order when invoiced and the customer agrees to pay these charges.

4. All companies with tax exemption must present a valid Tax Exempt form. If Customer is tax exempt or if tax exempt form is not provided then customer agrees to pay all applicable taxes.

5. All shipments are FOB Origin or Pre-paid and shipped to Dock. Any Special shipping requirements must be clearly stated on all PO's (i.e. inside delivery). If inside Delivery or Lift-gate is required it must be specified and additional fees will incur. Shipping charges that appear on this quote are an estimate, AMS.NET will invoice and the customer will pay the actual shipping charge when identified.

6. Upon delivery of equipment, customer agrees to open all shipments and visually inspect equipment for physical damages. All damages must be reported to AMS.NET within 24 hours of delivery.

7. Returns will be accepted at AMS.NET discretion and are subject to manufacturer returns policies as well. Cisco and Meraki orders cannot be modified starting at 50 days prior to the current estimated ship date. Cisco and Meraki have a no return for credit RMA policy. Please make sure your order is accurate before AMS.NET places the order with the manufacturer. For returns to be approved all merchandise must be in an unopened box and the customer agrees to pay a restocking fee of 15% of the purchase price. Returns must be made within 15 Days of receipt. All shipments must have a valid RMA number from AMS.NET before returning. For RMA requests please contact ur Customer Service Department at (800) 893-3660 Ext. 6111. Email RMA requests should be directed to service@ams.net A copy of AMS.NET's full RMA policy is available for review online at www.ams.net/services/procurement-and-financing/

8. The laws of the State of California will apply to this sale.

9. The term "installation date" means the first business day on which installation of the system is complete. Minor omissions or variances in performance of the System that do not materially or adversely affect the operation of the system, shall not be deemed to have postponed the Installation Date. Seller shall use its best efforts to make timely delivery and installation. However, all stated delivery and installation dates are approximate and except as expressly provided in this agreement, Seller shall, under no circumstance, be deemed to be in default hereunder or be liable for consequential, incidental or special damages or commercial loss resulting from delays in delivery or installation.

10. Warranties. AMS warrants to Customer that it has good title to the equipment being sold to Customer under this Agreement, and the right to sell such equipment to Customer free of liens or encumbrances. AMS further warrants to Customer that the equipment being sold to Customer hereunder shall be free from defects in workmanship for a warranty period of thirty (30) days commencing on the later date the equipment is delivered to Customer or the date upon which AMS completes performance of the services to be performed under this agreement (this warranty being hereinafter referred to as an "Installation Warranty"). Except as expressly set forth in this paragraph, AMS does not make, and hereby disclaims, any and all representations or warranties, express or implied, with respect to the equipment or services being provided under this agreement, including but not limited to any implied warranties of merchantability, fitness for a particular purpose, satisfactory quality, against infringement, or arising from a course of dealing, usage or trade practice. AMS shall reasonably cooperate and assist Customer in enforcing any manufacturer warranties with respect to the equipment being sold to Customer under this Agreement. AMS hereby advises Customer, and Customer acknowledges that in the event Customer desires to procure from AMS any warranty protection beyond the warranty of title and the Installation Warranty provided under this Paragraph, Customer may do so by entering into a separate Service Agreement with AMS.

Manufacturer's warranty that is guaranteed is whatever is published by the manufacturer at the time of purchase.

11. Cisco Cloud services purchased from AMS.NET requires customer to accept Cisco's Universal Cloud agreement located on Cisco Systems' Website. This Universal Cloud Agreement describes the rights and responsibilities related to the Cloud Service(s) you purchase from Cisco or an Approved Source and is between you and Cisco. The Universal Cloud Agreement includes the applicable Offer Description(s) located at www.cisco.com/go/cloudterms (collectively "Agreement"). By clicking 'accept,' or using the Cloud Service, you agree to the terms of this Agreement. If you do not have authority to enter into this Agreement, or if you do not agree with its terms, do not click 'accept' and do not use the Cloud Service. If you determine that you cannot comply with the terms of this Agreement after you have paid for the Cloud Service, you may terminate your access to the Cloud Service for a full refund provided you do so within thirty (30) days of your purchase.

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12. The final price of all labor in this quote is contingent upon the customer providing AMS.NET full site access, with keys or a dedicated escort, for a period of at least nine consecutive hours per working day. Any existing pathway being pulled through is assumed to be easily discoverable, and meeting BICSI standards, such as the fill ratio, lack of non-cabling material in the conduit, and appropriate number of LBs. Additionally, any interior wall penetrations are assumed to be drywall or a like material unless otherwise noted in the labor scope for this project. Any deviation from these assumptions may result in additional costs to the customer based on the time added to the project.

AMS.NET Tax ID: 94-3291626

C7 License: 763508

Please fax signed Quotation or Purchase Order to your AMS.NET account manager or to 925.245.6150. Full terms and conditions can be viewed on our website at www.ams.net/services/procurement-and-financing/

Authorized Signature: _____ Date: _____

Print Name: _____ Print Title: _____

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Section 4

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PROJECT REFERENCES

Project Summaries

Name of Organization: Los Gatos Union School District
Address: 17010 Roberts Rd., Los Gatos, CA 95032
Contact Person: Matt Mullikin
Email/Phone: mmullikin@lgusd.org, (408) 335-2378

Network & Fiber Upgrade Project
Original contract amount: $771,000.00
Contract start date: November 2020
Final completion date: June 2021

Los Gatos Union School District leveraged the 1st round of Cares Act funding during the 2020 pandemic and partnered with AMS.NET to complete an ongoing phased network upgrade that was going to wait until the next E-Rate funding cycle. The district had decided to bring all of the students and staff back in February of 2021 but the network environment was not ready to handle to influx of additional devices and bandwidth requirements needed to properly run the business of educating student in the new world we were living in. The most important part of this project was also the most time consuming as the entire fiber optic network needed to be upgraded at all 5 of their school sites to single mode.

AMS.NET worked intimately with the district to define a project plan to get this portion of the project completed with enough time to get key components of the network in place to support 10GB a crossed the network. Once this was completed, we were able to deploy the rest of the project in a normal manner. The project consisted of IDF cabinet upgrades to support the new networking and UPS equipment along with additional Category 6 structured cabling runs to support their new wireless access point locations. Each sites network was fully upgraded with Meraki using MS355's for the access switching and both MR56 / 74's for the wireless infrastructure. The district purchased a 5-year Meraki subscription for management of the environment and for peace of mind since there would be no recurring costs until year 6.

Name of Organization: Pleasanton Unified School District
Address: 4750 First Street, Pleasanton, CA 94566
Contact Person: Robert Torres
Email/Phone: rtorres@pleasantonusd.net, (925) 596-9660

Network Refresh
Original contract amount: $8,600,000.00
Contract start date: April 2020
Final completion date: March 2022
E-Rate Site Billed Entity Number (BEN)- 144214
Project was partially funded with E-Rate and the remaining covered by bond funds.

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PROJECT REFERENCES

Project Summaries *(Continued)*

Pleasanton Unified School District *(Continued)*

Project Description:

- Project included district wide Cisco VOIP deployment with InformaCast paging integration. The District is currently using Cisco collaboration to connect their sites and staff. InformaCast is currently being used through IP speakers and IP phones for mass notification, emergency notification, bell schedules and 911 call tracking.
- Pleasanton Unified School District had not refreshed the switching network in over 10 years and were running a 1G backbone at all school sites. Through use of a local Bond and E-Rate year 22 funding, PUSD was able to completely update the wired network to establish a 40G LAN at each school utilizing a Brocade/Ruckus architecture. To enable the new architecture, a completely new fiber infrastructure needed to be installed to replace the existing multi-mode fiber plant. PUSD worked with AMS.NET to architect a 40G solution that had multi-rate ports in the ToR switches and PoE+ to all ports. This met the Districts 7-10 year architecture goals.
- Prior to E-Rate 23, PUSD asked AMS.NET to provide POC trials with a number of different wireless manufacturers. AMS.NET provided POC hardware and setup assistance for Ruckus and Meraki solutions. In the end, a Meraki solution was chosen by the District. AMS.NET performed extensive site walks at all of the District sites, and along with District staff determined what deployment strategy best served the District's needs. AMS.NET proposed 802.11 AX wireless access points in indoor and outdoor models, providing wireless service to all locations across every campus in the District. AMS.NET proposed to place one access point in every classroom and learning area of each site. Outdoor wireless access points were placed in locations that cover blacktops and play areas and were installed in vandal proof enclosures in order to protect the Districts investment in hardware.

Name of Organization: San Rafael City Schools
Address: 310 Nova Albion Way, San Rafael, CA 94903
Contact Person: Noel Matthias
Email/Phone: nmatthias@srcs.org, (415) 485-2321

Cisco Wired & Wireless Networking
Original contract amount: $2,500,000.00
Contract start date: June 2018
Final completion date: Ongoing

San Rafael City Schools serve a diverse community of over 8,000 students and 700 staff users over 3 high schools, 2 middle schools, 7 elementary schools, 3 non-instructional sites. AMS.NET worked with SRCS through budget challenges to incrementally upgrade their wired and wireless network through multiple E-Rate cycles and bond funding. SRCS utilized the SPURR contract for E-Rate and the FOCUS contract for all other purchases as part of this project.

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PROJECT REFERENCES

Project Summaries *(Continued)*

San Rafael City Schools *(Continued)*

The scope of the project includes:

- Cisco C6800 core switches at both high school data centers for a fully-redundant network and data center core
- Cisco C9300 for LAN cores at each school site
- Cisco Meraki MS425 for LAN fiber aggregation
- Cisco Meraki MS390 and MS250 to provide full PoE and mGig access
- Cisco Meraki WiFi 6 indoor and outdoor APs to support 1:1 wireless

Name of Organization: Tracy Unified School District
Address: 1975 W Lowell Ave., Tracy, CA 95376
Contact Person: Tom Quiambao
Email/Phone: tquiambao@tusd.net, (209) 830-3282 ext. 1940

Networking Switching Upgrade Project
Original contract amount: $800,000.00
Contract start date: June 2020
Final completion date: December 2020
E-Rate Site Billed Entity Number (BEN)- 144421

Tracy Unified School District was in the process of annually replacing portions of their end-of-life (EOL) switching hardware, and E-Rate 22 was the last batch of switches that needed to be replaced before the EOL date had been reached. TUSD and AMS.NET worked together to define a concise list of the remaining hardware and provided the switches and interconnect to complete the switch refresh. AMS.NET provided template configurations for each switch and assisted Tracy USD in the configuration and deployment of all hardware.

The last item that needed to be address for TUSD was the core and data center switching infrastructure. The existing core was coming to its EOL date and the District needed assistance planning for a core upgrade. One of the biggest issues faced was the cabling plant for the data center switching terminated at the core switch, and a 7 slot core switch was overloaded with connections making daily maintenance and administration very difficult.

AMS.NET proposed ToR switches in the data center with 100G uplinks to the new core switch, reducing the amount of physical connections into the new core switch by half. The core switch was replaced utilizing a smaller chassis and fewer blades to accomplish the same goal. This implementation also offered TUSD an opportunity to deploy Cisco DNA in their environment. AMS.NET worked with Cisco and TUSD to provide a base installation of Cisco DNA that will continue to grow into the future.

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PROJECT REFERENCES

Project Summaries *(Continued)*

Tracy Unified School District *(Continued)*

The scope of the project included:

- DNA Center – In keeping with the established technology roadmap, Tracy USD along with AMS.NET have begun to implement Cisco DNA Center to enable Assurance across the wired and wireless infrastructure. This is the first stage in establishing a zero-trust environment which is a primary focus and business driver within the District.
- PAN Cortex and DNS – Broadened the security fabric to include Palo Alto Networks Cortex and DNS security applications to provide best in class endpoint security and intelligence.
- Wireless - AMS.NET performed extensive site walks at District identified sites, and along with District staff determined what deployment strategy best served the District's needs. AMS.NET proposed 802.11 AX wireless access points in indoor and outdoor models, providing wireless service to all locations across every campus in the District. AMS.NET proposed to place one access point in every classroom and learning area of each site. Outdoor wireless access points were placed in locations that cover blacktops and play areas and were installed in vandal proof enclosures in order to protect the Districts investment in hardware.

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EDUCATION REFERENCES

Detailed References

Alameda Unified School District
Robyn Odell
(510) 337-7140 x77182
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2200 Central Ave., #100E
Alameda, CA 94501
IP Telephony, Safety & Security Emergency Solutions

Amethod Public Schools
Dennis Clark
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345 12th St.
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Cybersecurity

Arvin Union School District
Chris Davis
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Arvin, CA 93203
Network Infrastructure, Data Center, Cybersecurity, Cabling

Bakersfield City School District
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Network Infrastructure, Wireless

Bellflower Unified School District
Dan Buffington
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Bellflower, CA 90706
Video Surveillance, Cabling

Brentwood Union School District
Robert Remley
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Buckeye Union School District
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PO Box 4768
El Dorado Hills, CA 95762
Wireless, IP Telephony, Cabling

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Cabling

California Health Sciences University
John Briar
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Cambrian School District
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EDUCATION REFERENCES

Detailed References *(Continued)*

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800 College Ave.
Weed, CA 96094
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Clovis Unified School District
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Clovis, CA 94928
Network Infrastructure, Wireless, Safety & Security Solutions, Data Center, Vape Sensors, Cabling

Delano Joint Union High School District
Cesar Ramirez
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Wireless, Security

Desert Sands Unified School District
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47950 Dune Palms Rd
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Network Infrastructure, Wireless

Escalon Unified School District
Luke Childs
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lchilds@escalonusd.org
1520 Yosemite Ave.
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Network Infrastructure, Wireless, Cabling

Foothill-De Anza Community College
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luciwsharon@fhda.edu
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Los Altos, CA 94022
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Cybersecurity

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Network Infrastructure, Wireless

Greenfield Union School District
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EDUCATION REFERENCES

Detailed References *(Continued)*

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Hawthorne, CA 90250
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Hesperia Unified School District
Mike Tepner
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Hughson Unified School District
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Vape Sensors

Island Union Elementary School District
Charlotte Hines
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Network Infrastructure, Wireless, IP Telephony, Paging, Cabling

Jefferson School District
Nick Watson
(209) 836-3388
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Tracy, CA 95377
Network Infrastructure, Wireless, Cabling

Konocti Unified School District
Jon Buege
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Network Infrastructure

Larkspur-Corte Madera School District
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Larkspur, CA 94939
Network Infrastructure, Video Surveillance, Cabling

Livermore Valley Joint Unified School District
Geoff Warner
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gwarner@lvjusd.k12.ca.us
1401 Almond Ave.
Livermore, CA 94550
Network Infrastructure, Wireless, Data Center, IP Telephony, Safety & Security Solutions, Cabling

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EDUCATION REFERENCES

Detailed References *(Continued)*

Livingston Union School District
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Livingston, CA 95334
Network Infrastructure, Wireless, Data Center, IP Telephony

Los Banos Unified School District
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1717 S. 11th Street
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IP Telephony

Los Nietos Elementary School District
William Gideon
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Whittier, CA 90606
Cybersecurity, Microsoft Services

Madera Unified School District
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Network Infrastructure, Data Center

Manteca Unified School District
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Manteca, CA 95336
Network Infrastructure, Wireless, Cabling, IP Telephony

Marysville Joint Unified School District
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Safety & Security Solutions, IP Telephony, Cabling

Menlo Park City School District
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Atherton, CA 94027
Network Infrastructure, Wireless, Video Surveillance, Data Center

Merced City School District
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Network Infrastructure, Wireless, Video Surveillance, Data Center, IP Telephony, Cybersecurity

Merced County Office of Education
Vern Alvarado
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valvarad@mcoe.org
632 W. 13th Street
Merced, CA 95340
Network Infrastructure, Wireless

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www.ams.net
800-893-3660

AMS.NET
Technology Solution Provider

EDUCATION REFERENCES

Detailed References *(Continued)*

Mountain View Los Alto High School District
Bob Fishtrom
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Cabling

Napa Valley College
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Network Infrastructure, Wireless, Data Center, IP Telephony, Video Surveillance, Cabling

Napa Valley Unified School District
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jmichels@nvusd.org
2425 Jefferson Street
Napa, CA 94558
Network Infrastructure, Wireless, Cabling

Natomas Charter School
Joe Cook
(916) 928-5353
jcook@natomascharter.org
4600 Blackrock Dr.
Sacramento, CA 95835
Network Infrastructure, Wireless

Natomas Unified School District
Matthew Wheat
(916) 567-5418
mwheat@natomasunified.org
1901 Arena Blvd.
Sacramento, CA 95833
Network Infrastructure, Wireless, Private LTE, Cabling

Oakley Union Elementary School District
Renee Stewart
(925) 625-5083
rstewart@ouesd.k12.ca.us
91 Mercedes Ln
Oakley, CA 94561
Network Infrastructure, Wireless, Data Center IP Telephony, Cabling

Orange Unified School District
Tam Nguyen
(714) 628-4550
tam.nguyen@orangeusd.org
1404 N Handy St
Orange, CA 92867
Network Infrastructure, Data Center

Orland Unified School District
Dan Gregory
(530) 865-1209
dgregory@orlandusd.net
903 South Street
Orland, CA 95963
Network Infrastructure

Oro Grande School District
Andrew Mercado
(760) 243-5884
Andrew_mercado@orogrande.org
P.O. Box 386
Oro Grande, CA 92368
Network Infrastructure, Managed Services, Safety & Security Solutions, IP Telephony, Data Center, Cabling

Pacifica School District
Christy Novack
(650) 738-6605
cnovack@pacificasd.org
375 Reina Del Mar Ave.
Pacifica, CA 94044
Network Infrastructure, Wireless, Data Center

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EDUCATION REFERENCES

Detailed References *(Continued)*

Placerville Union School District
Larry Garcia
(530) 662-6244
lgarcia@pusdk8.us
1032 Thompson Way
Placerville, CA 95667
Network Infrastructure, Wireless, Cabling

Pleasant Ridge Union School District
Gregg Motarjeme
(530) 268-2800
22580 Kingston Lane
Grass Valley, Ca 95949
Network Infrastructure

Portola Valley School District
Tim Sato
(650) 851-1777
4575 Alpine Rd.
Portola Valley, CA 94028
Network Infrastructure, Cabling

Rio Hondo College
Steven Gonzalez
(562) 463-6643
sgonzalez@riohondo.edu
3600 Workman Mill Road
Whittier, CA 90601
IP Telephony

Roseland School District
Dee Khaleck
(707) 545-0102
dkhaleck@roselandsd.org
1934 Biwana Dr.
Santa Rosa, CA 95407
Network Infrastructure

Saddleback Valley Unified School District
Ozzy Cortez
(949) 580-3309
ozzy.cortez@svusd.org
25631 Peter A Hartman Way
Mission Viejo, CA 92691
Network Infrastructure, Wireless, Data Center

Salinas City Elementary School District
Brian Hays
(831) 784-2257
bhays@salinascity.k12.ca.us
840 Main St
Salinas, CA 93901
Network Infrastructure, Wireless, Video Surveillance, Data Center, Cybersecurity

San Rafael City Schools
Noel Matthias
(415) 485-2321
nmatthaias@srcs.org
310 Nova Albion Way
San Rafael, CA 94903
Network Infrastructure, Wireless, Data Center

San Leandro Unified School District
Larry Simon
(510) 667-6207
lsimon@slusd.us
14735 Juniper St.
San Leandro, CA 94579
Cabling

San Luis Coastal Unified School District
Jeremy Koellish
(805) 549-1224
jkoellish@slcusd.org
1500 Lizzie St. Building 1
San Luis Obispo, CA 93401
IP Telephony, Network Infrastructure

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EDUCATION REFERENCES

Detailed References *(Continued)*

Sanger Unified School District
Steve Jorgens
(559) 524-7002
Steven_jorgens@sanger.k12.ca.us
1905 7th Street
Sanger, CA 93657
Network Infrastructure, Wireless

San Mateo County Office of Education
Marc Hunter
(925) 449-6406
march@rgmkramer.com
1905 7th Street
Sanger, CA 93657
Cabling

Santa Rita Union School District
Hussam Ibrahim
(831) 443-7200 x1218
hibrahim@santaritaschools.org
57 Russell Road
Salinas, CA 93906
Network Infrastructure, Wireless

Shasta College
John Westlund
(530) 242-7971
jwestlund@shastacollege.edu
11555 Old Oregon Trl
Redding, CA 96003
Network Infrastructure, IP Telephony, Data Center

Shasta Union High School District
Elijah Van Slyke
(530) 245-2679
evanslyke@suhsd.net
2200 Eureka Way
Redding, CA 96001
Network Infrastructure, Wireless, Data Center, IP Telephony

Solano County Office of Education
Steve Ramos
(707) 339-4450
sramos@dixonusd.org
5100 Business Center Drive
Fairfield, CA 94534
Network Infrastructure

St. Aloysius School
Holly Zamora
(203) 966-0786
hzamora@sastulare.com
627 N. Beatrice Dr.
Tulare, CA 93274
Network Infrastructure, Collaboration

St. Francis High School
Larry Steinke
(650) 210-2431
larrysteinke@sfhs.com
1885 Miramonte Ave.
Mountain View, CA 94040
Network Infrastructure, Wireless, IP Telephony, Data Center

Stevenson School
Ally Wenzel
(831) 625-8395
awenzel@stevensonschool.com
3152 Forest Lake Road
Pebble Beach, CA 93953
Network Infrastructure, Wireless, IP Telephony, Data Center, Video Surveillance

Sundale Union Elementary School District
Terri Rufert
(559) 688-7451
terri.rufert@sundale.org
13990 Avenue 240
Tulare, CA 93274
Network Infrastructure

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EDUCATION REFERENCES

Detailed References *(Continued)*

Tahoe Truckee Unified School District
Ed Hilton
(530) 582-2596
ehilton@ttusd.org
11839 Donner Pass Road
Truckee, CA 96161
Network Infrastructure, Video Surveillance, Safety & Security Solutions

Team Charter
Silshary Saguindel
(209) 808-8271
ssaguindelteam-charter.org
540 E. Main St.
Stockton, CA 95202
Network Infrastructure, Wireless, Cybersecurity, Cabling

Tracy Unified School District
Tom Quiambao
(209) 830-3282 ext. 1940
tquiambao@tusd.net
315 East 11th Street
Tracy, CA 95376
Network Infrastructure, Wireless, IP Telephony Video Surveillance, Video Collaboration

Tri-Valley ROP
Amy Robbins
(925) 606-3202
arobbins@tvrop.org
1040 Florence Road
Livermore, CA 94550
Video Conferencing

Turlock Unified School District
Martell Taylor
(209) 667-0645
mtaylor@turlock.k12.ca.us
1574 E Canal Dr.
PO Box 81903
Turlock, CA 95380
Network Infrastructure, IP Telephony, Video Surveillance, Cabling

West Hills Community College District
Jeff Seed
(559) 934-2230
jeffseed@whccd.edu
9800 Cody Street
Coalinga, CA 93210
Network Infrastructure, Wireless, Cabling, IP Telephony

Windsor Unified School District
Brad Rigney
(707) 837-7181
brigney@wusd.org
9291 Old Redwood Hwy
Windsor, CA 95492
Network Infrastructure, Wireless, IP Telephony, Cabling

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EDUCATION REFERENCES

Additional References

Alameda County Office of Education
IP Telephony

Aromas San Juan Unified School District
Network Infrastructure

Cabrillo College
Network Infrastructure, Wireless, IP Telephony

Chartwell School
IP Telephony

Chatom Union School District
IP Telephony

Delhi Unified School District
IP Telephony

Dinuba Unified School District
IP Telephony

Dixon Unified School District
IP Telephony

Dos Palos Oro Loma Joint Unified School District
IP Telephony

Empire Union School District
IP Telephony

Gateway Unified School District
Network Infrastructure

Glenn County Office of Education
IP Telephony

Gold Trail Union School District
IP Telephony

Gustine Unified School District
IP Telephony

Hanford Elementary School District
IP Telephony

Jefferson Elementary School District
Network Infrastructure, Wireless

Kings County Office of Education
IP Telephony

Lammersville Elementary School District
IP Telephony

Lincoln Unified School District
Network Infrastructure, Data Center, Wireless

Lodi Unified School District
UPS, Cabling

Los Banos Unified School District
IP Telephony

Los Gatos – Saratoga High School District
IP Telephony

Los Gatos Union School District
IP Telephony

Mill Valley Elementary School District
IP Telephony

Mountain Elementary School District
Network Infrastructure, Wireless

Natomas Unified School District
Network Infrastructure, Wireless, UPS, Cabling

Pajaro Valley Unified School District
Network Infrastructure, Wireless, Cabling
IP Telephony, Video Surveillance

Palo Verde Union Elementary School District
IP Telephony

Paso Robles Joint Unified School District
Network Infrastructure, Wireless, Security

Ravenswood City Elementary School District
IP Telephony

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EDUCATION REFERENCES

Additional References *(Continued)*

Redwood City School District
IP Telephony

Sacramento City Unified School District
Network Infrastructure, Wireless, Data Center, IP Telephony, Telepresence

Santa Clara County Office of Education
IP Telephony

Santa Cruz County Office of Education
IP Telephony

Saratoga Union School District
IP Telephony

Waukena Joint Union Elementary School District
Network Infrastructure, Wireless

Yuba City Unified School District
Network Infrastructure

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Section 5

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ABOUT US

About Us

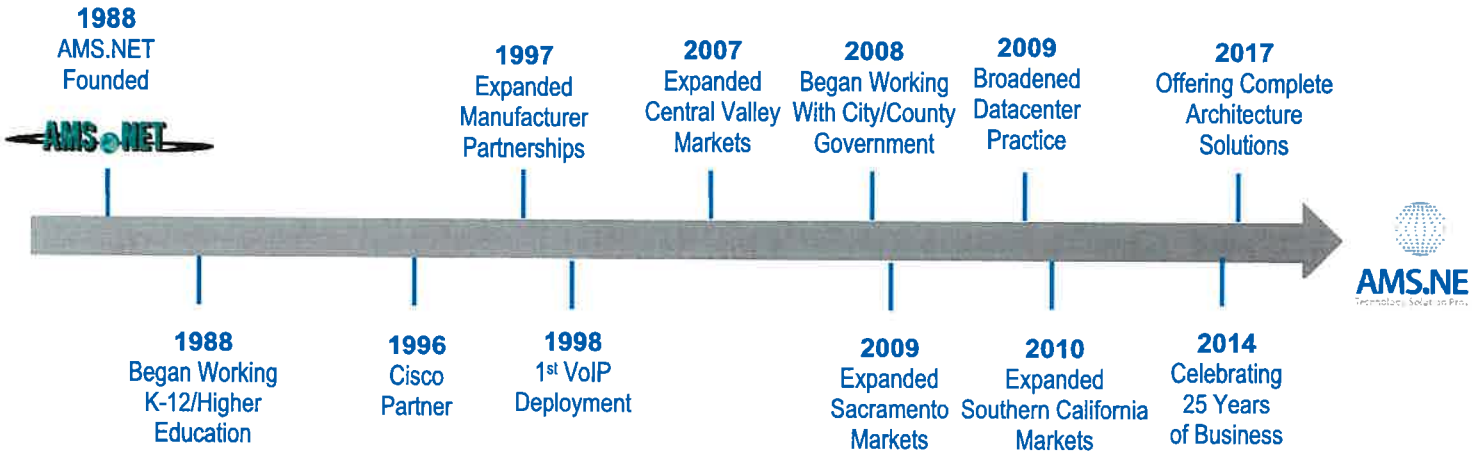
AMS.NET is an innovative technology solution provider delivering business outcomes to organizations for more than 30 years. The company was established more than two decades ago to provide technical support to local school districts in California. Today, AMS.NET provides education, local government and businesses a comprehensive technology solution including design, implementation and support services.

With a consultative approach, consideration is taken to understanding technology requirements, existing equipment, industry, growth plan and budget. Leveraging proven and emerging technologies through leading manufacturers, AMS.NET's certified engineers' architect a solution that supports your initiatives and allows for future growth.

Prior to implementation, we can provide complete structured wiring services and post deployment, a host of managed services and maintenance plans to ensure your network and equipment are running at optimum performance.

Many financing options are available. With experience in the public sector around procurement vehicles, E-rate expertise and leasing options, we can make recommendations specific to your industry and technology solution.

Our extensive reference list is a tribute to our ability to successfully design, manage and implement technology solutions that support your initiatives. With more than 30 years of successfully providing technology solutions, you can be assured that we have the capability, experience and stability to be your trusted partner. And we'll be here for future needs!



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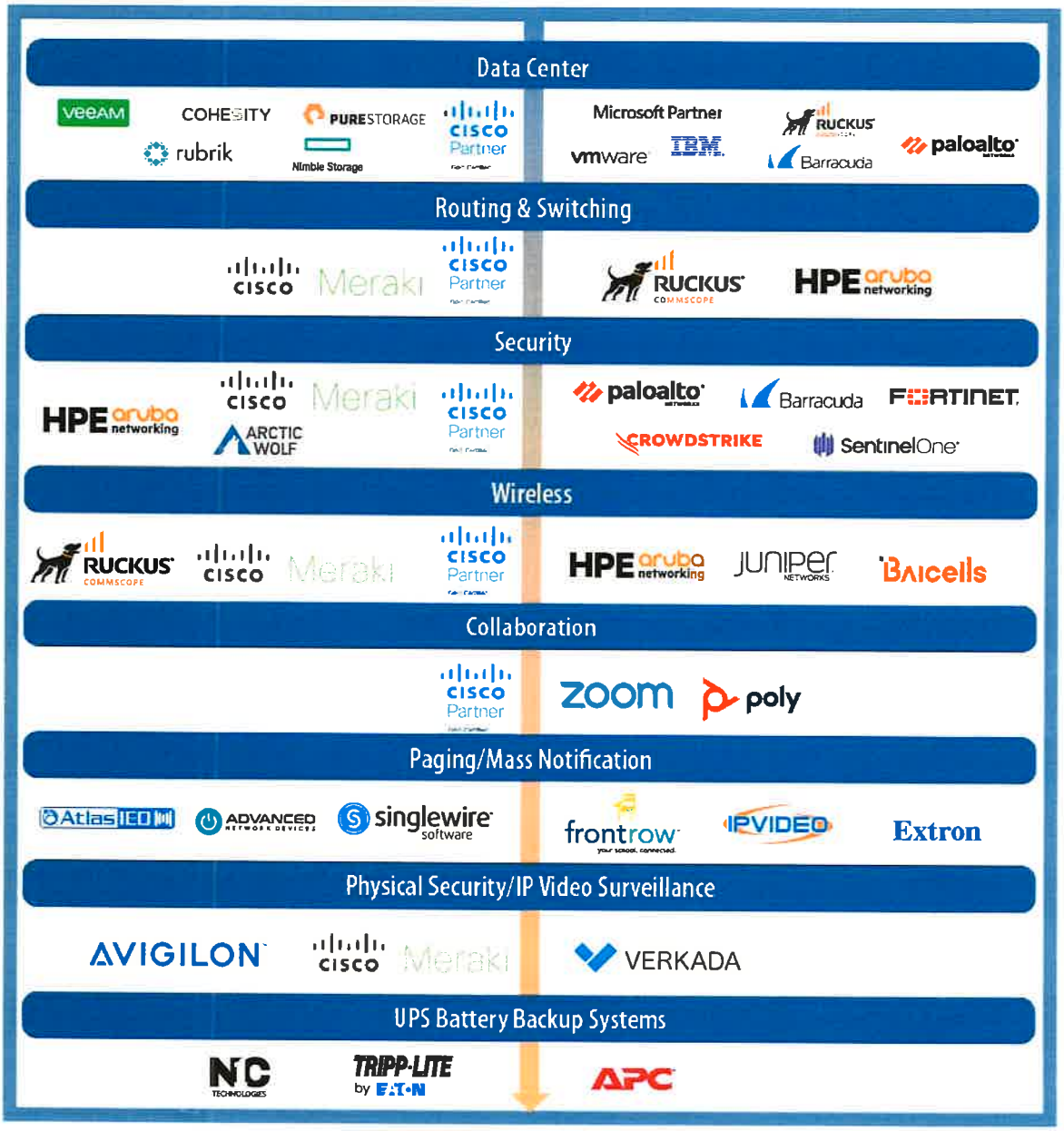
AMS.NET
Technology Solution Provider

AMS.NET versus the Competition

- Established proven partner in your vertical
- 120+ employees throughout the state of California
- Multi-vendor network support
- Complete architecture solutions
- Elite manufacturer partnerships– Cisco Gold Partner since 2007
- Skilled and Certified Engineers- CCIE's in networking, security, voice
- Advanced manufacturer technology specializations
- Structured cabling- C-7 Contractor and RCCD Certified
- Certified project management – PMP Certification
- Executive management accessibility regardless of the customer size



ARCHITECTURE SOLUTIONS

AMS.NET
Technology Solution Provider

COMPANY FACTS

General Info

Legal Name: AMS.NET Inc.
Type: Delaware Corporation
Tax ID: 94-3291626
Principal Owner: Robert Tocci
Years in Business: 35 Years
Number of Employees: 160
Website: www.ams.net
Email: sales@ams.net
Phone: 925-245-6100 Fax: 925-245-6150

Locations:

Headquarters: 502 Commerce Way, Livermore, CA 94551-7812

Sacramento Regional Office: 5008 Donovan Drive
Carmichael, CA 95608 Phone 800-893-3660

Central Valley Regional Office: 1155 East North Avenue, Suite 106
Fresno, CA 93725, Phone 559-733-1641

Southern California Regional Offices: 5437 E La Palma Ave.,
Anaheim, CA 92806, Phone 800-893-3660

License and Procurement

DIR#: 1000001046 *Expires 6/30/25*
FCC RN: 0012300554
Contractor License C-7: 763508 *Expires 4/30/24*
DUNS#: 556116234
Microsoft MCSE's: 1673446, 2056976
Procurement: E-Rate: SPIN 143005880
Merced County FOCUS Contract: #2021092
SPURR Master Contract/ PEPPM Contract
SLP Agreement- Zoom, Rubrik
OMNIA Contract- Arctic Wolf, Fortinet
NASPO Contracts- Cisco, HPE, Ruckus, Pure Storage, Palo Alto Networks, Juniper Networks, Arctic Wolf, CrowdStrike

Cisco GSA Contract: GS-35F-0349S, *Expires 4/4/26*

CMAS Contracts-

APC	HP	Corning
Arecont Vision	Nimble Storage	General Cable
Aruba/HPE	Palo Alto Networks	Hitachi
Avigilon	Rubrik	Leviton
Bosch	Ruckus Wireless	Ortronics
Cisco	TrippLite	Panduit
Cohesity	Veeam	Superior Essex
Eaton	Verkada	Labor
EMC	VMware	
Extron	Berk-Tek	
Fortinet	Chatsworth	

Certifications and Specializations

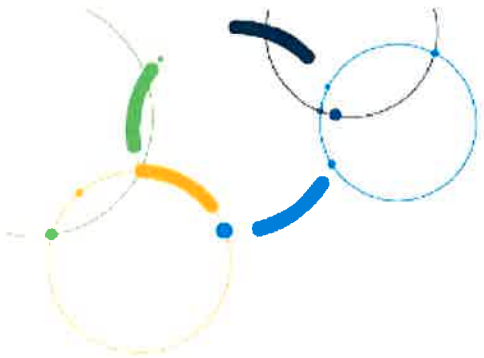
Cisco Gold Certified Partner/
Cisco Meraki Partner

Cisco Specializations:

- Advanced Data Center Architecture
- Advanced Collaboration Architecture
- Advanced Security Architecture
- Advanced Enterprise Network Architecture
- Collaboration SaaS Authorization
- Customer Satisfaction Excellence
- Customer Experience Specialized

Partial Manufacturer List:

Aruba HPE Platinum Partner, HPE Partner, Ruckus Elite Partner, Baicells, Palo Alto Networks, Fortinet, Barracuda, Arctic Wolf, Sentinel One, Pure Storage, Wasabi, Iland, IBM, Arista Networks Cohesity, Rubrik, Veeam Silver Pro Partner, VMware Partner, Singlewire, FrontRow, Class Connection, AtlasIED, Extron, Advanced Network Devices, Avigilon, Verkada, Qognify, Ava, Openpath, SALTO Systems, Zoom, Poly, Tripp Lite, N1 Critical Technologies, APC, Panduit, General Cable, Leviton, Berk-Tek, Ortronics, Hoffman, Chatsworth, Superior Essex



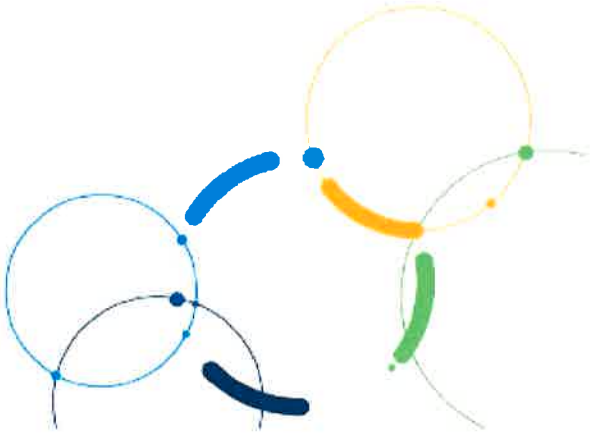
cisco Partner

Gold Integrator

Awarded to: **AMS.NET**

Country Group: **USA**

Valid Until: **January 24, 2025**



Validate this certificate by searching company name and location at cisco.com/go/partnerlocator.

Certificate generated on December 22, 2023

Voices College-Bound Language Academies - Board Meeting - Agenda - Wednesday March 13, 2024 at 3:00 PM

Powered by BoardOnTrack

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CONTRACTORS C-7 INFORMATION

C-7 Contractors License

dca
DEPARTMENT OF CONSUMER AFFAIRS

CONTRACTORS
STATE LICENSE BOARD
ACTIVE LICENSE

License Number **763508** Entity CORP

Business Name AMS.NET INC

Classification(s) C-7

Expiration Date 04/30/2024 www.cslb.ca.gov

CSLB

C-7 Responsible Managing Officer

BOND OF QUALIFYING INDIVIDUAL

1. The Responsible Managing Officer (RMO) TOCCI ROBERT MICHAEL certified that he/she owns 10 percent or more of the voting stock/equity of the corporation. A bond of qualifying individual is not required.

   Effective Date: 04/12/2000

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CONTRACTORS C-7 INFORMATION

C-7 Contractors Bond - *Continued*

Business Information

AMS.NET INC
502 COMMERCE WAY
LIVERMORE, CA 94550
Business Phone Number:(925) 245-6100

Entity Corporation
Issue Date 05/24/1999
Reissue Date 04/12/2000
Expire Date **04/30/2024**

License Status

This license is current and active.

All information below should be reviewed.

Classifications

C-7 - LOW VOLTAGE SYSTEMS

Bonding Information

Contractor's Bond

This license filed a Contractor's Bond with HANOVER INSURANCE COMPANY.

Bond Number: 1031231

Bond Amount: $15,000

Effective Date: 01/01/2016

Contractor's Bond History

Bond of Qualifying Individual

The qualifying individual ROBERT MICHAEL TOCCI certified that he/she owns 10 percent or more of the voting stock/membership interest of this company; therefore, the Bond of Qualifying Individual is not required.

Effective Date: 04/12/2000

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FCC RED LIGHT DISPLAY SYSTEM STATUS

The Red Light Rule was adopted as part of the Federal Communication Commission's ongoing effort to implement the Debt Collection Improvement Act, which provides that the Commission checks to determine whether entities or individuals seeking licenses or other benefits from the FCC are delinquent in debt owed to the Commission. The Red Light Display System displays the current Green status of AMS.NET (FRN #0012300554).

Red Light Display System View

FCC | Fees | Red Light Display System

< FCC Site Map

Logged in as FRN: AMS.NET, Inc. (0012300554) [Log Out]

Back | Print | Help

Current Status of FRN 0012300554

STATUS: Green

You have no delinquent bills which would restrict you from doing business with the FCC.

The Red Light Display System checks all FRNs associated with the same Taxpayer Identification Number (TIN). A green light means that there are no outstanding delinquent non-tax debts restricting business with the Commission by any FRN associated with requestor's TIN.

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EVIDENCE OF COVERAGE

ACORD

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 9/6/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Marsh & McLennan Agency LLC Marsh & McLennan Ins Agency LLC 1255 Treat Blvd #950 Walnut Creek CA 94597 License#: 0H18131	CONTACT NAME: Felicia McAroy PHONE (A/C, No, Ext): 925-482-9337 FAX (A/C, No): 925-482-9390 E-MAIL ADDRESS: Felicia.McAroy@MarshMMA.com
INSURED AMSNETINC AMS.NET, INC 502 Commerce Way Livermore CA 94551-7812	INSURER(S) AFFORDING COVERAGE — NAIC # INSURER A: Atlantic Specialty Insurance Company — 27154 INSURER B: Republic Indemnity Company of America — 22179 INSURER C: INSURER D: INSURER E: INSURER F:

COVERAGES **CERTIFICATE NUMBER:** 1678001186 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY X PRO-JECT LOC OTHER	N	N	7110086830018	8/24/2023	8/24/2024	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 1,000,000 $ 10,000 $ 1,000,000 $ 2,000,000 $ 2,000,000 $
A	AUTOMOBILE LIABILITY X ANY AUTO OWNED AUTOS ONLY X HIRED AUTOS ONLY X Comp/Coll. $1,000 Ded. SCHEDULED AUTOS X NON-OWNED AUTOS ONLY	N	N	7110086830018	8/24/2023	8/24/2024	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $ $
A	X UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DED RETENTION $	N	N	7110086830018	8/24/2023	8/24/2024	EACH OCCURRENCE AGGREGATE	$ 5,000,000 $ 5,000,000 $
B	WORKERS COMPENSATION AND EMPLOYER'S LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N: Y If yes, describe under DESCRIPTION OF OPERATIONS below	N/A	N	16099220	2/1/2023	2/1/2024	X PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 1,000,000 $ 1,000,000 $ 1,000,000
A	Property of Others			7110086830018	8/24/2023	8/24/2024	$100,000 Limit	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
RE: Evidence of Insurance.

CERTIFICATE HOLDER	CANCELLATION
Evidence of Coverage USA	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE

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DEPARTMENT OF INDUSTRIAL RELATIONS

AMS.NET's Department of Industrial Relations

SB 854, a budget trailer bill that was signed into law on June 20, 2014, and became effective immediately, made several significant changes to laws pertaining to the administration and enforcement of prevailing wage requirements by the Department of Industrial Relations (DIR). Among other things, SB 854 established a new public works contractor registration program to replace prior Compliance Monitoring Unit (CMU) and Labor Compliance Program (LCP) requirements for bond-funded and other specified public works projects. AMS.NET is a DIR registered contractor (DIR #1000001046). Company is compliant with all public code sections 2601, 2602, 2603 for skilled and trained workforce.

Department of Industrial Relations System View

State of California
Department of Industrial Relations

Contractor Information

Legal Entity Name
AMS.NET, INC.
Legal Entity Type
Corporation
Status
Active
Registration Number
1000001046
Registration effective date
07/01/22
Registration expiration date
06/30/25
Mailing Address
502 COMMERCE WAY LIVERMORE 94551 CA United States of America
Physical Address
502 COMMERCE WAY LIVERMORE 94551 CA United States of America
Email Address
dmonaghan@ams.net
Trade Name/DBA
License Number (s)
CSLB:763508

Legal Entity Information

Corporation Entity Number:	097642448
Federal Employment Identification Number:	943291626
President Name:	Robert Tocci
Vice President Name:	John Stott
Treasurer Name:	Diana Monaghan
Secretary Name:	Diana Monaghan
CEO Name:	

Agency for Service:

Agent of Service Name:	Diana Monaghan
Agent of Service Mailing Address:	502 Commerce Way Livermore 94551 CA United States of America

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SPAC FILING

Service Provider Annual Certification (SPAC)

A service provider must submit a Service Provider Annual Certification (SPAC) (Form 473) to USAC each funding year to certify that it will comply with program rules. Below is proof captured from the SLD website.

Purpose of Form: Form 473 is used by the service provider each funding year to certify that it will comply with FCC rules concerning invoicing and documentation. The certifications apply to the entire funding year and are required before USAC will pay invoices. A service provider may submit one Form 473 for all Service Provider Identification Numbers (SPINs) assigned to it.

SLD SPAC Filing Proof

SPIN	Service Provider Name	Doing Business As	Contact Name	Contact Address	Contact Phone	Form 499 Filer	SPAC Filed
143005880	AMS.NET, Inc.	AMS.NET, Inc.	Robert Tocci	502 Commerce Way, Livermore, CA 94551	925245-6100		1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021 2022 2023

AMS.NET
Technology Solution Provider

AMS.NET E-RATE BILLING PROCESS

AMS.NET, Inc. (also to be referenced as the Service Provider) has developed processes to bill E-Rate projects that best suits their customer needs. We are set up to accommodate both SPI and BEAR billings.

SPI billings will occur on a regular basis and AMS.NET, Inc. will invoice the SLD their portion of committed amount and the customer their portion.

AMS.NET, Inc. agrees to bill and receive a portion of the payment for the provisions of goods and services described herein directly from the USAC via the Form 474 Service Provider (SPI). The customer will only be responsible for paying its non-discounted share of the costs and does not intend to use the BEAR process (Form 472). The maximum percentage the customer will be liable for is the pre-discount amount minus the funded amount as shown on the FCC Form 471 Block 5 and any identified ineligible costs. Upon the successful receipt or posting of a funding commitment decision letter from the SLD and submission and certification of Form 486, the customer shall pay only the discounted amount beginning with the billing cycle immediately following said approval. Alternatively, should the company decide that it is in the best interests of the company to file a Form 472, the customer will inform AMS.NET, Inc. of its intent.

All Service Provider invoicing to USAC must be completed within 120 days from the last day of service. Should the Service Provider fail to invoice USAC in a timely manner, the customer will only be responsible for paying its non-discounted share.

AMS.NET, Inc. will bill your company directly for a BEAR billing. Companies will pay the full amount of the invoice until all steps of the discount process below have taken place:

A. **You must have received your FCDL (Funding Commitment Decision Letter) from the SLD / E-Rate people.**

B. **You must file your Form 486.** [The form 486 lets the E-Rate people know that the services have begun and that they may begin paying the invoices. The SLD cannot process a payment related to a Funding Request Number (FRN) unless a properly completed Form 486 has been submitted by the Library and approved by the SLD for that FRN]

C. **The form 486 must be approved by the SLD before AMS.NET, Inc. can apply the discount and credit your bill.** When AMS.NET, Inc. is notified by the SLD that your form 486 has been approved, AMS.NET, Inc. will credit your bill with your approved funding. It takes two billing periods for the discount to appear on your bill. Depending on timing of your 486 approval, it could be the next month or two months later that you see your discount on your AMS.NET, Inc. bill.

AMS.NET, Inc. bills the total monthly charges and the E-Rate discount which does net to the discounted amount, but we do not bill just the discounted amount. It takes two billing periods for the discounts to appear so depending on timing, it could be the next month or two months later.

A Note regarding BEAR Forms: Companies who prefer to pay their invoices and file BEAR forms for reimbursement – can continue to do so; however, a company cannot both file a BEAR form and request a billing discount on the same FRN in the same funding year. That is, you will either file BEAR forms for reimbursement – or – request a billing discount; but not both.

AMS.NET
Technology Solution Provider

WARRANTY & SERVICE REPLACEMENT

Warranty & Service Replacement Policy

AMS.NET warranties all work for a period of 30 days after installation unless otherwise specified. AMS.NET handles all these issues in-house and will provide technical resources to solve any problems which may arise. AMS.NET will work to obtain replacement equipment if said equipment is found to be faulty or in need of repair.

All warranty issues after the initial 30 days will be handled through direct manufacturer's warranty unless otherwise specified.

In the case of Public Bids and Contracts, all required warranty specifications will be followed and executed by AMS.NET in accordance with contractual law.

AMS.NET keeps a rotating reserve in-house of loaner/spares equipment for both our Service Contract Customers and warranty issues. If a newly placed piece of equipment fails, we can, in most cases get the customer's connectivity back in order while waiting for the replacement part to arrive from the manufacturer.

It is the policy of AMS.NET to keep on hand enough equipment to cover our core installation models. In addition, we have existing inventory from jobs in progress that serve as spares as well. In doing this, we can keep our customer's up time while dealing with getting permanent replacement parts through the manufacturer.

AMS.NET

Technology Solution Provider

800-893-3660 · www.ams.net

Corporate Headquarters - 502 Commerce Way, Livermore, CA 94551
Central Valley Regional Office- 1155 East North Ave., Suite 106, Fresno CA 93725
Sacramento Regional Office- 5008 Donovan Drive, Carmichael, CA 95608
Southern California Regional Office- 5437 E La Palma Ave., Anaheim, CA 92807

EXHIBIT C

LEADING ELEPHANTS
STATEMENT OF WORK

This Statement of Work ("**SOW**") is incorporated into the Services Agreement between Client and Leading Elephants. This SOW describes services to be provided by Leading Elephants pursuant to the Agreement. If any item in this SOW is inconsistent with the Agreement, the terms of this SOW will control, but only with respect to the services to be performed under this SOW.

This statement of work includes the amounts contained in the prior initial SOWs (Exhibits A and B) and is meant to provide an inclusive picture of the expenses for each area.

PROJECT TITLE

Elevating our Leadership to Meet a New Chapter

TIMING

January - December, 2024

PURPOSE AND SCOPE OF WORK

Voices Academies is at a crucial new chapter in its evolution. It has experienced strong performance in past environments and had a talent and engagement strategy to match that. As the organization rebuilds after the pandemic challenges, the landscape and the needs are dramatically different. Voices is now at a place that needs to build and retain its teaching force and school based leadership, and this is requiring a new way of leading, listening, and collaborating. The first step here is to help the leadership team envision and begin a pivot in their leadership approach.

Voices is seeking support from a partner so its leadership team can have the space to assess and reimagine a new way forward. They are looking for someone to help the team have an aligned picture of the path ahead and help them create a robust plan for operationalizing new ways of collaboration. And they are looking to build the enduring tools and methods that will stick with them throughout this new phase of working.

- **Diagnostic** - Creating an assessment and a way for the leadership team to see and debrief what the organization needs.

- **Rebuilding** - Coming from the diagnostic, we will provide support in a number of dimensions:
    - ***LT Dialogue and Learning*** - we will facilitate the discussions for debriefing, alignment and training on new frameworks to help the leadership team retool their leadership in the face of new ways of working.
    - ***Coaching*** - we will work as 1:1 coaches to help leaders to have dedicated spaces to apply learning directly in their domain areas. This will apply for the three SLT leaders who do not have coaches.
    - ***Advising on the roll out of the plan*** - Knowing that the Leadership Team needs to stay in the driver's seat, we will help them to take some of the first steps in reestablishing trust and engaging with the staff in those new ways.

ESTIMATED FEES

Diagnostic Fees	Rate
Phase 1 Listening: SLT 1:1 Listening, Convening, Survey Creation, and High Level Synthesis. Also includes deep discovery of prior listening tours, surveys, and other documents	$18,500
Phase 2 Listening: Team Z and School Member 1:1 Listening, Focus Groups, and High Level Synthesis (Includes 14 1:1 Listening Sessions and Two Focus Groups)	$9,000
Findings Consolidation and Report Preparation	$10,400

Rebuilding Support Fees	Rate
Training and Facilitation	
Virtual Sessions: Design and Facilitate Team Sessions	Session Rate - 2 hours or less: $6,300-$7,700 per session Half Day Session Rate (2.5-3 hours): $7,900-$9,700
In-Person Sessions: Design and Facilitate Entire Day In-Person Meetings	$9,900-$12,100 Plus Travel Fee of $1,100 per day per consultant
Advisory Team Coordination and Management	$2,200 per facilitated session

Coaching	
Coaching Kickoff Fee	$2,000
Quarterly Coaching Coordination and Support Fee	$600 per coach per quarter
Quarterly Coaching Fee for Bi-weekly 1-hr coaching	$2,700 per leader per quarter
Advising and Ad Hoc Support	
Leader Advising and Team Support	$330-$370 per month
Coordination and Engagement Support	
Monthly Engagement Coordination Fee	$2,200 per month

Fees will be invoiced monthly upon completion of deliverables. Actual out-of-pocket expenses incurred for travel and materials will be invoiced separately.

Total Amount Not to Exceed $150,000.

This Statement of Work is acknowledged and agreed to

	Leading Elephants LLC
Name:	Michelle M. Hernandez
Title:	CEO and Founder
Date:	Date:

CliftonLarsonAllen LLP
https://www.claconnect.com

Statement of Work - Audit Services

February 8, 2024

This document constitutes a statement of work ("SOW") under the master service agreement ("MSA") dated April 5, 2023, or superseding MSA, made by and between CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") and Voices College-Bound Language Academies 401(k) Plan ("you," "your," or "the Plan"). 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 Voices College-Bound Language Academies 401(k) Plan (the Plan) as of and for the year ended December 31, 2023, in connection with the Plan's annual reporting obligation under the Employee Retirement Income Security Act of 1974 (ERISA).

Nicole Aguilar, CPA is responsible for the performance of the audit engagement.

Scope of audit services
Except as described below, we will audit the financial statements of Voices College-Bound Language Academies 401(k) Plan, an employee benefit plan subject to the Employee Retirement Income Security Act of 1974 (ERISA), as permitted by ERISA Section 103(a)(3)(C) (ERISA Section 103(a)(3)(C) audit) which comprise the financial statements identified below, and the related notes to the financial statements (collectively, the “financial statements”) as of and for the year ended December 31, 2023.

Statement of Net Assets Available for Benefits

Statement of Changes in Net Assets Available for Benefits

As part of our audit, we will also evaluate and report on the supplemental schedules required by the Department of Labor's Rules and Regulations for Reporting and Disclosure under ERISA (ERISA-required supplemental schedules). These schedules are presented for the purpose of additional analysis and are not a required part of the financial statements. The financial statements and ERISA-required supplemental schedules are required by the Department of Labor's Rules and Regulations for Reporting and Disclosure under ERISA to be filed with federal Form 5500.

Nonaudit services
We will also provide the following nonaudit services:

· Preparation of your financial statements and the related notes.

· Preparation of ERISA-required supplemental schedule.

· Converting cash basis accounting records to accrual basis.

Audit objectives

Except as described in the following paragraph, the objectives of our audit 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.

You have determined it is permissible in the circumstances and elected to have the audit of the Plan's financial statements performed in accordance with ERISA Section 103(a)(3)(C) pursuant to Code of Federal Regulations (CFR), Labor, Title 29, Section 2520.103-8 of the Department of Labor's Rules and Regulations for Reporting and Disclosure under ERISA. As permitted by ERISA Section 103(a)(3)(C), our audit need not extend to any statements or information related to assets held for investment of the Plan (investment information) by a bank or similar institution or insurance carrier that is regulated, supervised, and subject to periodic examination by a state or federal agency, that prepared and certified the statements or information regarding assets so held in accordance with 29 CFR 2520.103-5 (qualified institution). Our audit will not extend to the certified investment information, except for obtaining and reading the certification, comparing the certified investment information with the related information presented and disclosed in the financial statements and ERISA-required supplemental schedules, and reading the disclosures relating to the certified investment information to assess whether they are in accordance with the presentation and disclosure requirements of U.S. GAAP. Accordingly, the objective of an ERISA Section 103(a)(3)(C) audit is not to express an opinion about whether the financial statements as a whole are presented fairly, in all material respects, in accordance with U.S. GAAP.

Except as described above, our audit will be conducted in accordance with U.S. GAAS. Those standards require us to be independent of the Plan 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 and other procedures we consider necessary, except that assets and related transactions certified by a qualified institution will not be tested.

We will also perform procedures to enable us to express an opinion on whether the form and content of the ERISA-required supplemental schedules, other than the information that agreed to or is derived from the certified investment information, are presented, in all material respects, in conformity with the Department of Labor’s Rules and Regulations for Reporting and Disclosure under ERISA; and whether the information related to assets held by and certified to by a qualified institution agrees to, or is derived from, in all material respects, the information prepared and certified by an institution that management determined meets the requirements of ERISA Section 103(a)(3)(C).

We will issue a written report upon completion of our audit of your financial statements.

Circumstances may arise in which our report may differ from its expected form and content based on the results of our ERISA Section 103(a)(3)(C) audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinion, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinion is 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 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 and supplemental schedules, other than that derived from the information certified by the qualified institution, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

Auditor responsibilities, procedures, and limitations

Except as described above, we will conduct our audit in accordance with U.S. GAAS.

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, 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 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 Plan'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 Plan’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:

• Management Override of Controls

• Lack of Management Oversight

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 may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, except as previously noted. 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, including prohibited transactions with parties in interest or other violations of ERISA rules and regulations, that are attributable to the Plan or to acts by management or employees acting on behalf of the plan, may not be detected.

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. 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, and will include prohibited transactions in the supplemental schedule of nonexempt transactions as required by the instructions to federal Form 5500.

We will communicate with management and those charged with governance reportable findings identified during the audit of the Plan as a result of testing relevant plan provisions.

In addition, we will perform certain procedures directed at considering the Plan's compliance with applicable Internal Revenue Service (IRS) requirements for tax exempt status and ERISA plan qualification requirements. However, our audit is not specifically designed for and should not be relied upon to disclose matters affecting plan qualifications or compliance with the ERISA and IRS requirements. If during the audit we become aware of any instances of any such matters or ways in which management practices can be improved, we will communicate them to you.

The information included in the ERISA-required supplemental schedules, other than that agreed to or derived from the certified investment information, will be subjected to auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling the information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with U.S. GAAS.

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 in accordance with U.S. GAAP. Management's election for the ERISA Section 103(a)(3)(C) audit does not affect management's responsibility for the financial statements. Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; for establishing an accounting and financial reporting process for determining fair value measurements; determining the reasonableness of significant accounting estimates included in the financial statements; if an actuarial report was provided, for the acceptance of the actuarial methods and assumptions used by the actuary; 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 Plan's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

You are responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including monitoring ongoing activities and safeguarding assets. 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 Plan involving (1) plan 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 Plan received in communications from employees, former employees, regulators, or others. In addition, you are responsible for identifying and ensuring that the Plan complies with applicable laws and regulations, and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered.

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, parties in interest, and all related-party and party-in-interest 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); (2) additional information that we may request for the purpose of the audit; and (3) unrestricted access to persons within the Plan 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 are also responsible for maintaining a current plan instrument, including all plan amendments; and for administering the Plan and determining that the Plan's transactions that are presented and disclosed in the financial statements are in conformity with the Plan's provisions, including maintaining sufficient records

with respect to each of the participants to determine the benefits due or which may become due to such participants. You are also responsible for determining whether (1) an ERISA Section 103(a)(3)(C) audit is permissible under the circumstances; (2) the investment information is prepared and certified by a qualified institution as described in 29 CFR 2520.103-8; (3) the certification meets the requirements in 29 CFR 2520.103-5; and (4) the certified investment information is appropriately measured, presented, and disclosed in accordance with the applicable financial reporting framework. You are also responsible for providing us, prior to the dating of our report, a draft of the Plan's Form 5500 that is substantially complete.

Management is responsible for the fair presentation of the ERISA-required supplemental schedules and that they were derived from, and relate directly to, the underlying accounting and other records used to prepare the financial statements, and the form and content of the ERISA-required supplemental schedules is presented in conformity with the Department of Labor's Rules and Regulations for Reporting and Disclosure under ERISA. Management agrees to include the auditors' report on the ERISA-required supplemental schedules in any document that contains the ERISA-required supplemental schedules and indicates that the auditor has reported on such supplemental schedules.

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 Plan'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 Plan's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Responsibilities and limitations related to nonattest 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

The financial statements and our report thereon are for management's use. If you intend to reproduce and publish the financial statements and our report thereon, they must be reproduced in their entirety. Inclusion of the audited financial statements in a document, such as an annual report, should be done only with our prior approval of the document. You are responsible to provide us the opportunity to review such documents before issuance.

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.

We will provide copies of our reports to the plan; however, management is responsible for distribution of the reports and the financial statements.

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.

Form 5500

As you have instructed, our engagement does not include preparation of the Plan's Form 5500. Professional standards require that, before an auditor's report on the Plan's financial statements can be included with a filed Form 5500 (including any related schedules), the auditor must review the Form 5500 and consider whether there are any material inconsistencies between the other information in the form and the audited financial statements (including the required supplemental schedules) or any material misstatement of fact. We will not issue our auditors' report until a substantially complete draft Form 5500 has been provided for our review.

Fees

Our professional fees are estimated to be $17,250. We will also bill for expenses including travel, internal and administrative charges, and a technology and client support fee of five (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.

Professional fees will be billed as follows:

Progress bill to be mailed on	Amount to be billed
Upon execution of the SOW	One-third of our professional fees
Upon the commencement of substantive procedures	One-third of our professional fees
Issuance of draft report(s)	One-third of our professional fees

Surge pricing
In the event the requested audit support is not provided by July 31, 2024, the fees may be increased up to 20% for additional efforts and we cannot provide any assurance that we will be able to complete the engagement prior to the October 15th deadline.

Unanticipated services
We do not anticipate encountering the need to perform additional services beyond those described in this letter. Below are examples of situations considered to be outside the scope of our engagement. If any such situations arise, we will notify you and provide a fair and reasonable price for any additional time and costs that are necessary to complete the audit in an efficient manner. We will bill you for the additional time at periodic dates after the additional work has been performed.

- If your organization undergoes significant changes in key personnel, accounting systems, and/or internal control, we are required to update our audit documentation and audit plan. The following are examples of situations that will require additional audit work:
  - Evaluating changes in your internal control resulting from your implementation of new information systems
  - Change in third-party service providers
  - Deterioration in the quality of the Plan's accounting records during the current-year engagement in comparison to the prior-year engagement
  - Significant changes in the nature and/or volume of transactions
  - Mergers, acquisitions, or other business combinations
  - Erroneous or incomplete accounting records

- The fee estimate is based on anticipated cooperation from your personnel and their assistance with timely preparation of confirmations and requested schedules. If the requested items are not available on the dates required or are not accurate, we will advise management. Additional time and costs may be necessary because of such unanticipated delays. Examples of situations that may cause our estimated fee to increase include:
  - Significant delays in responding to our requests for information such as reconciling variances or providing requested supporting documentation (e.g., invoices, contracts, and other documents)

- oRescheduling our fieldwork
- oIdentifying a significant number of proposed audit adjustments
- oSchedules prepared by your personnel that do not reconcile to the general ledger
- oNumerous revisions to information and schedules provided by your personnel
- oRestating financial statements for accounting errors in the prior year
- oLack of availability of plan personnel during the mutually agreed-to audit schedule
- o Lack of Type II SOC1 report from record keeper and/or custodian
- o Delinquent participant contributions
- o Prohibited transactions
- o Major plan compliance issues

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 401(k) Plan.

CLA

CLA

Nicole Aguilar, CPA, Principal

SIGNED 2/8/2024, 2:12:40 PM CST

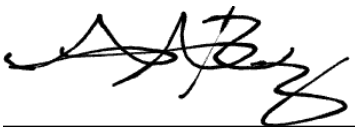
Client

Voices College-Bound Language Academies 401(k) Plan

Lizzette Ramirez, Chief Operating Officer HR and Operations

SIGNED 3/7/2024, 1:47:12 PM CST

Voices College-Bound Language Academies 401(k) Plan



Aldo Ramirez, CEO

SIGNED 3/7/2024, 1:56:01 PM CST

MEMORANDUM OF UNDERSTANDING (MOU)
BETWEEN VOICES ACADEMIES AND BOYS & GIRLS CLUBS OF SILICON VALLEY
2024 SUMMER ENRICHMENT PROGRAM

This AGREEMENT ("Agreement") is made and entered into on _____ between VOICES ACADEMIES (hereinafter referred to as **VOICES**), and BOYS & GIRLS CLUBS OF SILICON VALLEY (hereinafter referred to as **PROVIDER**), in consideration of their mutual covenants, the parties hereto agree as follows:

A. TERM OF AGREEMENT: The term of this Agreement shall commence on June 1, 2024 (the "Commencement Date") and shall expire on August 2, 2024, unless extended or sooner terminated in accordance with the terms of this Agreement. Regardless of the date of execution of this Agreement, this Agreement is effective as of the Commencement Date.

B. DUTIES OF PROVIDER: PROVIDER agrees to provide the following services, materials, and/or products:

Hours of Operation

- PROVIDER will ensure that the Summer Enrichment Program will operate every day from June 24 through August 2 for 28 days with no summer sessions on July 4 or July 5. Operating hours are from 8:30am until 5:30pm.

Locations

- PROVIDER will operate Summer Enrichment Program services at the following school locations:

Voices Flagship 715 Hellyer Avenue San Jose, CA 95111	Voices Morgan Hill 16870 Murphy Avenue Morgan Hill, CA 95037	Voices Mount Pleasant 14271 Story Road San Jose, CA 95127

Voices West Contra Costa
201 28th Street
Richmond, CA 94804

Program Elements

- PROVIDER will ensure the safety of students through close supervision, proper training of staff, and communication with parents/families and school. PROVIDER will not exceed a maximum staff to student ratio of 1:10 for kindergarten students and 1:20 for students in grades 1-8.
- The program will serve a maximum of one hundred (100) students per school site.
- The program will provide a safe physical and emotional environment, opportunities for relationship-building, and promotion of active student engagement through the following required elements:
    - An educational literacy element designed to help students meet State standards in one or more of the following core academic subjects: language arts, mathematics, history and social science, science, or computer training.
    - An educational enrichment element, which offers an array of additional services, programs, and activities that reinforce and complement the regular academic program of participating students to support positive youth development. Enrichment activities may be designed to

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enhance the core curriculum. Examples of such activities include, but are not limited to, fine arts education activities, recreational activities, science related activities, physical fitness activities, career-technical education, and prevention activities. Other learning support opportunities may include service-learning and mentoring.

- When determining goals for the educational literacy and educational enrichment elements, PROVIDER will use research-based curricula and strategies that is aligned to California's Common Core State Standards (CCSS) as well as work collaboratively with the school principal to align the goals and needs of the specific school.
- PROVIDER will distribute meals provided by VOICES's Child Nutrition Services and follow specific procedures regarding record keeping, disposing of unused meals, and completing any necessary documentation.

- PROVIDER shall identify third parties for program enhancement (music, arts, field trips, etc.), if applicable, but shall confirm that such third parties are acceptable to School prior to contracting with them.

Enrollment Process/Priority

- PROVIDER will work collaboratively with the school principal and/or other school personnel in using VOICES's established criteria and process for the enrollment of students. Students will be enrolled in the following order:
- First priority for program enrollment is given to students currently enrolled at VOICES school locations.
- VOICES and/or the school principal and/or other school personnel may decide to open enrollment to community students depending on individual cases with mitigating factors.

Staffing/Hiring

- A maximum staff to student ratio is 1:10 for kindergarten students and 1:20 for students in grades 1-8.
- PROVIDER will ensure the program will include key personnel, e.g., a Unit Director and Associate Unit Director to oversee each school location.
- PROVIDER will do its own hiring, training and compensation of such staff and work collaboratively with the site principal to align the goals and needs of the specific school.

Attendance/Behavior Management

- PROVIDER will take daily attendance.
- PROVIDER will be responsible for implementing behavior management steps and will communicate with the school's staff and principal any necessary concerns regarding specific students or families. PROVIDER will implement a specific process regarding consequences such as being dropped from the program for students who are consistently not following guidelines. Any such actions will need to be communicated to the school.
- PROVIDER will implement a specific process regarding consequences such as being dropped from the program for students who are consistently not following guidelines. Any such actions will need to be communicated to the school.

Data Collection & Reporting

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- PROVIDER will work collaboratively with VOICES to collect and report data. This will include attendance reports and evaluation reports as to effectiveness of the program. A detailed report will be provided to VOICES within 60 days from the last day of the program.
- PROVIDER will keep accurate attendance records and implement a record keeping procedure for the purpose of data reporting to the State and/or funders as well as backup documentation for the school site (e.g., principal and parents) and VOICES (e.g., audits). PROVIDER will submit an Excel file with daily attendance lists as well as a summary of attendance numbers according to the specified time line above.
- PROVIDER will keep all financial and attendance records for five years and will provide access upon request.
- PROVIDER will complete and return daily the meal production records to Child Nutrition Services.

Program Effectiveness
- PROVIDER will use the evaluation results to monitor and revise the program to meet the goals of VOICES and schools.

Facilities
- PROVIDER shall be responsible for lost, damaged or stolen property as a result of PROVIDER's use of VOCIES property.
- PROVIDER shall ensure that any classroom being used is left in a tidy manner and ready to be cleaned by VOICES's maintenance staff (e.g., picking up trash from the floors, putting away books, materials, supplies, stacking chairs on tables, etc.).
- PROVIDER will ensure to conduct a daily opening and closing checklist and report any concerns to VOICES's Facilities and Safety Manager, immediately.
- PROVIDER shall give prompt notice to the designated VOICES staff in case of fire, accident, or other occurrence at the school(s).
- PROVIDER will take all reasonable efforts and actions to resolve accidents (i.e., calling emergency response, preparation of incident report, etc.) for, with or on behalf of VOICES.

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C. VOICES ACADEMIES' OBLIGATIONS: For the period of this agreement, VOICES shall provide the following:

Program Elements
- VOICES shall provide a daily nutritious meal that meets the requirements of the U.S. Department of Agriculture (USDA) National School Lunch Program for meal supplements.

Enrollment Process/Priority
- First priority for program enrollment is given to students currently enrolled at VOICES.
- VOICES and/or the school principal and/or other school personnel may decide to open enrollment to community students depending on individual cases with mitigating factors.
- VOICES will provide and/or cross-reference student information and assessment data to school and PROVIDER in order to facilitate the enrollment process and recruitment of students.
- VOICES will work collaboratively with PROVIDER to select students using the established criteria and to recruit students through various ways of communication (e.g., posting a sign, assisting to call families, including information in newsletter).

Staffing/Hiring

- VOICES will work collaboratively with PROVIDER to promote summer employment opportunities among existing VOICES and/or school personnel.

Attendance/Behavior Management
- The school staff and principal will work cooperatively with PROVIDER to ensure positive attendance and behavior management.

Data Collection & Reporting
- VOICES will work collaboratively with PROVIDER to collect and report data. This will include attendance reports, expenditure reports and evaluation reports as to effectiveness of the program.

Program Effectiveness
- VOICES will share appropriate evaluation results with PROVIDER to facilitate the enhancement of the program to align with VOICES and school goals.
- VOICES will include PROVIDER's staff in appropriate staff development (e.g., language arts and math).

Facilities
- The physical locations where the programs are implemented will be designated as the program sites.
- VOICES will provide space as needed such as classrooms, student and staff restrooms, drinking fountains, playground facilities, gym, cafeterias, multipurpose rooms and storage.
- VOICES will provide technology (i.e., student-assigned devices) for student use and internet and telephone for both staff and student use with PROVIDER adhering to VOICE's staff and student use of technology policies with PROVIDER responsible for replacement of lost, damaged or stolen equipment.
- VOICES will provide secure space for the storage of PROVIDER's office supplies, program supplies and PROVIDER's employees' personal effects.
- VOICES will provide office/desk space for PROVIDER's Regional Director, each school site's respective Unit Director and Assistant Unit Director, if applicable.
- VOICES will provide access to non-exclusive use of the parking lot located on school site.
- VOICES will provide all water, electricity, lighting, heating, and trash removal service.
- VOICES will provide janitorial services to the space provided in school buildings at a minimum of three times per week (e.g., vacuum carpet, sweep and mop floors, wipe surfaces, clean bathrooms, and remove trash).
- VOICES will provide security, i.e., process of securing buildings and school alarms as necessary.
- VOICES will provide access codes and alarm codes for each location. PROVIDER shall be responsible for any damage, theft, fire, death, personal injury, fines, or penalties resulting from PROVIDER's use thereof. PROVIDER acknowledges and agrees building access and alarm codes are highly confidential and agrees to handle such information accordingly.
- VOICES will provide access to or will assign VOICES Equipment, which may include but is not limited to keys, key-fobs, and front office equipment ("Equipment"). PROVIDER understands and acknowledges PROVIDER is responsible for the Equipment issued to PROVIDER; PROVIDER will use the Equipment in the manner intended; PROVIDER is responsible for any damage done to Equipment, normal wear and tear excepted. Upon termination of this Agreement, PROVIDER shall return all Equipment in proper working order, normal wear and tear excepted.

D. COMPENSATION: For the full performance of this agreement, VOICES shall pay PROVIDER $384,000 as follows: $96,000 per location ($960 per student up to 100 students).

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E. PAYMENT TERMS: VOICES shall pay PROVIDER in two installments to be made as follows:

PROVIDER shall submit an invoice on June 1 to generate payment. Payment shall be paid within two business weeks of receipt of invoice.

Billing Address:

VOICES Academies
Attn: Finance Department
6840 Via del Oro, Suite 160
San Jose, CA 95119
finance@voicescharterschool.com

F. PERIOD OF MOU: PROVIDER's work as specified in this agreement shall commence on June 1, 2024 and shall be completed on or before August 2, 2024.

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G. INSURANCE: Reference General Terms and Conditions, G.2.
The evidence of insurance is attached.

H. GENERAL TERMS AND CONDITIONS:

1. INDEMNIFICATION: PROVIDER agrees to indemnify, defend, and save harmless VOICES, its officers, agents, employees, and volunteers from and against any liability, claim, action, cost, damage or loss, including reasonable costs and attorneys' fees, for injury, including death, to any person or damage to any property arising out of PROVIDER's activities under this memorandum of understanding, but excluding liability due to the sole negligence or willful conduct of VOICES. This obligation shall continue beyond the term of this agreement as to any act or omission which occurred during or under this agreement. This indemnification obligation is not limited in anyway by any limitation on the amount or type of damages or compensation payable to or for PROVIDER or its employees or agents under workers' compensation acts, disability benefit acts, or other employee benefits acts.

2. INSURANCE: As put forth in EXHIBIT A, PROVIDER will maintain general liability insurance, automobile coverage, and workers compensation coverage in such an amount as may be reasonably necessary to assure compliance with the Indemnification provision, herein above. VOICES shall be named as additional insured on an endorsement with respect to the liability coverage. PROVIDER agrees to provide copies of the required policies of insurance to VOICES.

3. NON-DISCRIMINATION: No discrimination shall be made in the employment of persons under this agreement because of the race, religion, sex, age, national origin, ancestry, political affiliations, disability, medical condition, marital status, or sexual orientation.

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4. CONFLICT OF INTEREST: Before executing this agreement, PROVIDER shall disclose to VOICES the identities of any board member, officer, or employee of VOICES, or relatives thereof, who Provider knows of should know will have any financial interest resulting from this agreement.

5. LICENSE AND AUTHORITY: PROVIDER will maintain all necessary licenses during the term of this agreement. If other than a natural person, PROVIDER is duly authorized to enter into this agreement by its governing or controlling body. Evidence or copies of all necessary licenses must accompany this agreement.

6. EQUIPMENT: PROVIDER will provide all necessary equipment to render his/her services pursuant to this agreement, unless otherwise agreed to by the parties.

7. USE OF ADDITIONAL WORKERS BY PROVIDER: PROVIDER may, at PROVIDER's own expense, employ additional workers or other Providers as necessary for the completion of this agreement and shall maintain workers' compensation insurance as required by state law. VOICES shall not control, direct, or supervise PROVIDER's additional workers or Providers in the performance of those services. PROVIDER assumes full and sole responsibility for the payment of all compensation and expenses of these additional workers or Providers and for all state and federal income tax, unemployment insurance, social security, disability insurance, and other applicable withholdings.

8. ASSIGNMENT: Without the written consent of VOICES, this agreement is not assignable by Provider.

9. SUCCESSORS AND ASSIGNS: This agreement shall be binding on the heirs, executors, administrators, successors, and assigns of the respective parties.

10. FINGERPRINTING AND CRIMINAL RECORDS CHECK: PROVIDER shall comply with the provisions of Education code section 45125.1 regarding the submission of employee fingerprints with the California Department of Justice and the completion of criminal background investigations of its employees. PROVIDER shall not permit any employees to have any contact with VOICES pupils until such time as PROVIDER has verified in writing to the governing board of VOICES that such employee has not been convicted of a felony as defined in Education code 45125.1. PROVIDER’s responsibility shall extend to all employees, subcontractors and employees of subcontractors regardless of whether such individuals are paid or unpaid, concurrently employed by the district and/or acting as independent Providers of Provider. Verification of compliance with this section shall be provided in writing to the VOICES prior to the commencement of participation in the agreed project and prior to contact with students.

11. HEALTH EXAMINATION: No person shall be initially allowed to interact with students unless he/she has placed on file with Provider or district a certificate from a physician licensed under the Business and professions Code indicating that a tuberculosis examination within the past 60 days shows that he/she is free from active tuberculosis. The tuberculosis examination shall consist of an approved intradermal tuberculin test. An X-ray of the lungs shall be required only if the intradermal test is positive. (Education Code 49406).

12. GOVERNING LAW: The validity of this agreement and any of its terms or provisions as well as the rights and duties of the parties hereunder shall be governed by the laws of the state of California.

13. CHANGES OR ALTERATIONS: No changes, alterations, or variations of any kind to this agreement are authorized without the written consent of VOICES.

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14. HEADINGS: All section headings contained herein are for clarification and convenience of reference only and are not intended to limit the scope of any provision of the agreement.

15. TERMINATION: Either party may terminate this agreement upon sixty days advance written notice. VOICES will be relieved of the payment of any consideration to the PROVIDER should PROVIDER fail to perform under this agreement or terminate agreement prior to the compensation date. In the event of such termination, VOICES may proceed with the work in any manner deemed proper by the VOICES. The cost to VOICES shall be deducted from any sum due PROVIDER under this agreement.

16. SEVERABILITY: In the event any portion of this agreement shall be held by a Court to be invalid, such holding shall not invalidate the remainder of this agreement.

17. AMBIGUITY: The language herein shall be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all parties shall be treated as equally responsible for such ambiguity.

18. COPYRIGHT: Any written or electronic media product produced as a result of this contract shall be a work for hire and shall be the property of VOICES.

19. EXPENSES: PROVIDER will use the 85% of the grant's total for direct services to participants. PROVIDER will be responsible for administrative costs, all costs of equipment provided by PROVIDER, all fees, fines, licenses, bonds or taxes required of or imposed against PROVIDER, and all other of PROVIDER's costs of doing business. All contents and materials purchased through the Grant by either party is the property of the VOICES.

20. INDEPENDENT CONTRACTOR STATUS: This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, PROVIDER certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of VOICES. Additionally, as the Contractor/PROVIDER is not an VOICES employee, VOICES is not responsible for obtaining workers' compensation insurance coverage for the Contractor/PROVIDER.

I. COMMUNICATIONS: Communications between the parties to this Agreement may be sent to the following addresses:

VOICES
VOICES Academies
Attn: Kristen Hitchman
6840 Via del Oro, Suite 160
San Jose, CA 95119
khitchman@voicescharterscho

PROVIDER
Boys & Girls Clubs of Silicon Valley
Attn: Steve Wymer
518 Valley Way
Milpitas, CA 95035

J. UNDERSTANDING AND ACCEPTANCE OF THE PARTIES: This Agreement constitutes the entire understanding of the parties. PROVIDER's signatures below signify both an understanding and acceptance of the contract (MOU) provisions.

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VOICES:
VOICES Academies

By: _____
Name: Frances Tesco or Authorized Signatory
Title: CEO
Date: _____

PROVIDER:
Boys & Girls Clubs of Silicon Valley

By: _____
Name: Steve Wymer
Title: CEO
Date: 03/05/2024

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VOICES ACADEMIES
WORKERS' COMPENSATION INSURANCE
PROVIDER'S
CERTIFICATE OF EXEMPTION

I, Steve Wymer, doing business as Representative of Boys & Girls Clubs of Silicon Valley, hereby certify that I understand the requirements of the California Labor Code as they relate to Workers' Compensation Insurance. I certify that during the life of this MOU, I shall not employ any person in any manner so as to become subject to the Workers' Compensation requirements. In case any work is sublet, I shall require my sub-PROVIDERs similarly to provide Workers' Compensation Insurance for the sub-PROVIDERs' employees, all in compliance with State laws.

I agree to fully protect ACE CHARTER SCHOOLS (ACE) for any and all injury and death claims arising out of the work performed for ACE. I agree to indemnify ACE for any penalties and losses resulting to it from failure of either I or my sub-PROVIDERs to take out and maintain such insurance.

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If, after making this Certificate of Exemption, I should become subject to the Workers' Compensation provisions of the Labor Code, I agree to forthwith comply with such provisions or this contract shall be deemed revoked.

Signature: 03/05/2024

Name: Steve Wymer
Title: Chief Executive Officer
Address: 518 Valley Way
City, State: Milpitas, CA 95035
Phone: 408-957-9685

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EXHIBIT A
INSURANCE

PROVIDER represents and warrants that, at PROVIDER sole cost and expense, it will maintain for the duration of this AGREEMENT self-insurance against claims for injuries to persons or damages to property which may arise from, or in connection with, the services provided hereunder by PROVIDER, its agents, representatives, employees or subcontractors and the indemnity provisions of Section H2 of this agreement.

The requirements of this section may be satisfied by the provision of similar coverage through self-insurance program.

A. MINIMUM SCOPE OF INSURANCE

Coverage shall be at least as broad as:

1. The coverage described in Insurance Services Office Form Commercial General Liability coverage ("occurrence") Form Number CG 0001, including products and completed operations, and X, C, U where applicable; and

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2. The coverage described in Insurance Services Office Form Number CA 0001 covering Automobile Liability, Code 1 "any auto", or Code 2 "owned autos" and Endorsement CA 0025. Coverage shall also include Code 8 "hired autos" and Code 9 "non-owned autos"; and
3. Workers' Compensation insurance as required by the California Labor Code and Employers Liability insurance.

B. MINIMUM LIMITS OF INSURANCE

PROVIDER and VOICES shall maintain limits no less than:

1. Commercial General Liability: $1,000,000 per occurrence for bodily injury, personal injury and property damage. If Commercial Liability Insurance or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this project/location or the general aggregate limit shall be twice the required occurrence limit;
2. Automobile Liability: $1,000,000 combined single limit per accident for bodily injury and property damage;
3. Workers' Compensation and Employers' Liability: Workers' Compensation limits as required by the California Labor and Employers Liability limits of $1,000,000 per accident;
4. Cyber Liability: general limit of $2,000,000;
5. Professional Liability: general limit of $2,000,000; and
6. Abusive Conduct Liability: aggregate limit of $2,000,000.

C. DEDUCTIBLES AND SELF-INSURED RETENTIONS

Any deductibles or self-insured retentions must be declared to, and approved by VOICES's Risk Manager. At the option of VOICES, either; the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects VOICES, its officers, employees, agents and PROVIDERs; or PROVIDER shall procure a bond guaranteeing payment of losses and related investigations, claim administration and defense expenses in an amount specified by the VOICES's Risk Manager.

D. OTHER INSURANCE PROVISIONS

The policies are to contain, or be endorsed to contain, the following provisions:

1. Commercial General Liability and Automobile Liability Coverages
    a. VOICES, its officers, employees, agents and PROVIDERs are to be covered as additional insureds as respects: Liability arising out of activities performed by or on behalf of, PROVIDER; products and completed operations of PROVIDER; premises owned, leased or used by PROVIDER; and automobiles owned, leased, hired or borrowed by PROVIDER. The coverage shall contain no special limitations on the scope of protection afforded to VOICES, its officers, employees, agents and PROVIDERs.
    b. PROVIDER's insurance coverage shall be primary insurance as respects VOICES, its officers, employees, agents and PROVIDERs. Any insurance or self-insurance maintained by VOICES, its officers, employees, agents or PROVIDERs shall be excess of PROVIDER's insurance and

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shall not contribute with it. PROVIDER, its officers, employees, agents and PROVIDERs are to be covered as additional insured as respects: Liability arising out of activities performed by or on behalf of, VOICES; products and completed operations of VOICES; premises owned, leased or used by VOICES; and automobiles owned, leased, hired or borrowed by VOICES. The coverage shall contain no special limitations on the scope of protection afforded to the PROVIDER, its officers, employees, agents, and PROVIDERs.

c. Any failure to comply with reporting provisions of the policies by PROVIDER shall not affect coverage provided VOICES, its officers, employees, agents, or PROVIDERs.
d. Coverage shall state that PROVIDER's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

2. All Coverages
Each insurance policy required by this AGREEMENT shall be endorsed to state that coverage shall not be suspended, voided, canceled, or reduced in limits except after thirty (30) days' prior written notice has been given to VOICES.

E. ACCEPTABILITY OF INSURERS

Insurance is to be placed with insurers acceptable to VOICES's Risk Manager.

VOICES Academies
Attn: Lizzette Ramirez, COO
6840 Via del Oro, Suite 160
San Jose, CA 95119
lramirez@voicescharterschool.com

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F. VERIFICATION OF COVERAGE

PROVIDER shall furnish VOICES with an Affidavit of Insurance affecting coverage required by this AGREEMENT. The Affidavit of Insurance for each coverage are to be signed by a person authorized by that insurer to bind coverage on its behalf.

Proof of insurance shall be mailed to the following address or any subsequent address as may be directed in writing by the Risk Manager:

VOICES Academies
Attn: Lizzette Ramirez, COO or Monica Fellis, Director of School Operations
6840 Via del Oro, Suite 160
San Jose, CA 95119
lramirez@voicescharterschool.com
mfellis@voicescharterschool.com

G. SUBCONTRACTORS

PROVIDER shall include all subcontractors as insured under its policies or shall obtain separate certificates and endorsements for each subcontractor.

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Faith in Action Community Education Services

And

Voices College-Bound Language Academy Stockton

This Memorandum of Understanding (MOU) sets for the terms and understanding between the Faith in Action Community Education Services and Voices College-Bound Stockton to provide Summer school enrichment services.

Background

This partnership is important because F.A.C.E.S wants to build a relationship and grow with Voices as services are needed and as Voices continues to grow.

Purpose

This MOU will be set in place to allow Faith in Action Community Education Services to provide summer school enrichment services for Voices from 10:00am-5:30pm for a total of 7.5 hours per day for 30 days. Five of those 30 days, services will be ran for 9 hours per day during the first week of summer enrichment. F.A.C.E.S. will maintain general liability insurance and include Voices Charter School as a policy holder.

Funding

This MOU certifies that invoice from F.A.C.E.S will be sent out twice a month on the last day of the month and on the 15th of the month and that payments from Voices College-Bound Language Academies will be sent out once per month on the last day of each month, not to exceed $88,700.

Duration

This MOU is at-will and may be modified by any authorized official from Voices College-Bound Language Academies. This MOU shall become effective for the 2024 summer school

year, upon signature by the authorized Officials from Voices and will remain in effect until modified or terminated by any one of the Authorized officials from Voices College-Bound Language Academies.

Contact Information

Faith in Action Community Education Services

Joshua Brown
Founder/CEO
401 E. Main St. Stockton CA, 95202
(209) 870-0471
jbrown@facesedu.org

Voices College-Bound Language Academies

Kristen Hitchman
Expanded Learning Coordinator
14271 Story Rd, San Jose, California, 95127
(831) 539-3015
khitchman@voicescharterschool.com

_____

Date:(F.A.C.E.S. representative signature)

(Partner name, organization, position)

_____

Date: (Voices representative signature)
(Partner name, organization, position)

Coversheet

Compensation Schedules

Section: III. Consent Agenda
Item: K. Compensation Schedules
Purpose:
Submitted by:
Related Material: Principal Salary Adjustments.pdf
23-24 Teachers Schedule.pdf
Teacher Salary 2023-2024.pdf
Teacher Salary Proposed 2024-2025.pdf
AT Salary Proposal.xlsx - Sheet1.pdf

2023-2024 Principal Salary Range	
Starting Salary	Maximum Salary
$120,000	$130,000

2024-2025 Principal Salary Range	
Starting Salary	Maximum Salary
$120,000	$140,000

2023-2024 - Research and Analysis led to the Teacher Salary Levels

Expected Professional Growth & Development				Teacher Choice
Step	Novice	Emerging	Proficient	Master
1	60,280			
2	62,348	62,348		
3	Must progress to Emerging for renewal	65,945	65,945	
4		68,343	68,343	70,620
5		Must progress to Proficient for renewal	70,620	73,018
6			73,018	75,537
7			75,537	78,177
8			78,177	80,817
9	(		80,817	83,567
10			83,567	86,449
11				88,022
12				88,803

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2023-2024 - Research and Analysis led to the Teacher Salary Levels

Expected Professional Growth & Development				Teacher Choice
Step	Novice	Emerging	Proficient	Master
1	60,280			
2	62,348	62,348		
3	Must progress to Emerging for renewal	65,945	68,343	
4		68,343	68,343	70,620
5		Must progress to Proficient for renewal	70,620	73,018
6			73,018	75,537
7			75,537	78,177
8			78,177	80,817
9	(		80,817	83,567
10			83,567	86,449
11				88,022
12				88,803

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2024-2025 Teacher Salary Levels

Expected Professional Growth & Development				
Step	Novice	Emerging	Proficient	Master
1	62,348			
2	64,218	65,945		
3	Must progress to Emerging for renewal	68,343	70,620	
4		70,393	73,018	75,537
5		Must progress to Proficient for renewal	75,537	78,177
6			78,177	80,817
7			80,817	83,567
8			83,567	86,449
9				89,042
10				91,714
11				94,465
12				97,299

Associate Teacher						
Basic Skills Test	**48 Collegue Units, 2+ years experience**	**AA**	**AA & 2+ Years Experience**	**BA/Sub**	**BA/Sub & 2+ Years experience**	**Sped AT**
$22.00	$22.50	$23.00	$23.50	$24.00	$25.00	add $1.00

Prior Version

Associate Teacher						
48/AA Units or Basic Skills	**48/AA Units or Basic Skills + 1-2 Years Experience**	**AA**	**AA + 1-2 Years Experience**	**BA/Sub**	**BA/Sub + 1-2 Years Experience**	**Sped AT**
$22.00	$22.50	$23.00	$23.50	$24.00	$25.00	add $1.00

Coversheet

Approve the 2024-2025 Academic Calendars

Section: IV. Board Business
Item: A. Approve the 2024-2025 Academic Calendars
Purpose: Vote
Submitted by:
Related Material: MP Draft 24-25 Academics Calendar.pdf
WCC Draft 24-25 Academics Calendar.pdf
ST Draft 24-25 Academics Calendar.pdf
MH Copy of Draft 24-25 Academics Calendar.pdf
FM Draft 24-25 Academics Calendar.pdf

Voices College-Bound Language Academies

2024-25 Voices Academies

School Calendar/Calendario Escolar 2024-25

AUGUST (8)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER (19)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER (22)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER (14)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER (13)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY (18)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY (15)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH (20)						
S	M	T	W	T	F	S
						1
2		4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	23/31	25	26	27	28	29

APRIL (17)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY (20)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE (9)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Holidays & Voices Network Events 2023-24

- Aug 21 — First Day of School (minimum day)
- Aug 22-23 — First Week of School/Minimum Days
- Minimum Days
- Dec 19 - Jan3 — Winter Break
- # — Teacher Work Days NO SCHOOL
- Mar 31 - Apr 4 — Spring Break
- Jun 12 — Last Day of School (minimum day)
- # — Observed Holidays NO SCHOOL
- # — Days Off

Voices College-Bound Language Academies

2024-25 Voices Academies

School Calendar/Calendario Escolar 2024-25

AUGUST (8)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER (19)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER (22)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER (14)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER (13)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY (18)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY (14)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH (21)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

APRIL (17)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY (20)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE (9)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Holidays & Voices Network Events 2024-25

- Aug 21 — First Day of School (minimum day)
- Aug 22-23 — First Week of School/Minimum Days
- Minimum Days
- Dec 19 - Jan 3 — Winter Break
- # — Teacher Work Days NO SCHOOL
- Apr 7-11 — Spring Break
- June 12 — Last Day of School (minimum day)
- # — Observed Holidays NO SCHOOL
- # — Days Off

2024-25 Voices Academies at Stockton
School Calendar/Calendario Escolar 2024-25

AUGUST (8)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER (19)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER (22)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER (14)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER (13)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY (18)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY (14)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH (16)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	23/31	25	26	27	28	29

APRIL (22)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY (20)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE (9)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Holidays & Voices Network Events 2023-24

- Aug 21 — First Day of School (minimum day)
- Aug 22-23 — First Week of School/Minimum Days
- Minimum Days
- Dec 19 - Jan 3 — Winter Break
- # — Teacher Work Days NO SCHOOL
- Mar 17-21 — Spring Break
- Jun 12 — Last Day of School (minimum day)
- # — Observed Holidays NO SCHOOL
- # — Days Off

2024-25 Voices Academies at Morgan Hill
School Calendar/Calendario Escolar 2024-25

AUGUST (0)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER (19)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER (22)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER (14)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER (13)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY (18)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY (14)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH (21)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	23/31	25	26	27	28	29

APRIL (17)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY (20)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE (17)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Holidays & Voices Network Events 2024-25

- Sept 3 — First Day of School (minimum day)
- Sept 4-5 — First Week of School/Minimum Days
- Minimum Days
- Dec 19 - Jan 3 — Winter Break
- # — Teacher Work Days NO SCHOOL
- Apr 14 -18 — Spring Break
- Jun 25 — Last Day of School (minimum day)
- # — Observed Holidays NO SCHOOL
- # — Days Off

Voices College-Bound Language Academies

2024-25 Voices Academies

School Calendar/Calendario Escolar 2024-25

AUGUST (8)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER (19)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER (22)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER (14)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER (13)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY (18)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY (14)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH (21)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	23/31	25	26	27	28	29

APRIL (17)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY (20)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE (9)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Holidays & Voices Network Events 2023-24

- Aug 21 — First Day of School (minimum day)
- Aug 22-23 — First Week of School/Minimum Days
- Minimum Days
- Dec 19 - Jan 3 — Winter Break
- # — Teacher Work Days NO SCHOOL
- Apr 21-25 — Spring Break
- Jun 12 — Last Day of School (minimum day)
- # — Observed Holidays NO SCHOOL
- # — Days Off