Voices College-Bound Language Academies

Board Meeting

Date and Time

Thursday December 12, 2024 at 3:00 PM PST

Location

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
16505 Monterey Rd, Morgan Hill, CA 95037
40 Henderson PA, Palo Alto, CA 94306

Instructions For Presentations To The Board By Parents and Citizens
PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
SUBMIT PUBLIC COMMENT: http://bit.ly/voices-public-comment
At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda. Members of the public may also address the Board on an agenda item before or during the Board's consideration of the item. Submitted comments may be read into the record to the extent practicable based upon factors such as the length of the agenda and available time. Comments received within the window of the board meeting whether read or not, will be shared with the board and noted in the minutes.
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3. REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY: Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting Felipe Deguer a (669) 208-5641
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Agenda

		Purpose	Presenter
I.	**Opening Items**		
	Opening Items		
A.	Record Attendance and Guests		Kim Wisckol
B.	Call the Meeting to Order		Kim Wisckol
C.	Approve Order of Agenda	Vote	Kim Wisckol
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 directions to staff following a presentation.

II.	**School Presentation**		
A.	VCBLA Mount Pleasant	FYI	Mari DeGutierrez
III.	**Board Business: Consent Items**		
A.	Approve Minutes	Approve Minutes	

Approve minutes for Board Meeting on October 29, 2024

B.	Approve Overnight Field Trips at Voices Flagship	Vote	

Dates: Monday, April 28th - Friday, May 2nd
Cost per Student: $3,099
Itinerary: 3 days in Washington D.C. & 2 days in New York City
Students: 25 6-8 Student Council Members
Adult Chaperons: 6 Voices Staff Members (Principal, Dean of Culture, Student Services Manager, & 3 Grupo Advisors) + 1 parent

C.	Contract Ratification	Vote	

Procurify - Procurify Platform (AP and Contract Management)
Enrollment Profesor - Enrollment Solutions for Schools

		Purpose	Presenter
D.	Approve Contract Helio - Credentialing, Compliance and HR System for Schools.	Vote	Alice Miller
E.	Approve SARC for Voices Flagship, Mt. Pleasant, Morgan Hill, West Contra Costa, and Stockton	Vote	

IV. Board Business: Discussion/Action Items

A.	Accept the 2023-24 Audit Report	Vote	Jaime Mata
B.	Approve 24-25 First Interim Financials for Voices FS, WCC, ST, MH, MP	Vote	Josh Kemp
C.	Academic Update	FYI	Elizabeth Aguilar

1. Board Student Assessment Overview
2. Review of Fall MAP Data Results

D.	Presentation of the 2024-25 Local Control and Accountability Plan (LCAP) Mid-Year Update	FYI	Ellyn Magaña

1. Presentation of the 2024-25 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
2. Presentation of the 2024-25 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
3. Presentation of the 2024-25 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
4. Presentation of the 2024-25 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
5. Presentation of the 2024-25 Local Control and Accountability Plan (LCAP) Mid-Year Update for Voices West Contra Costa School including update for metrics identified in the current

		Purpose	Presenter
	LCAP, Budget Overview for Parents, and mid-year expenditure and implementation data on all actions identified in the LCAP		
E.	Committee Updates	FYI	

V. Closed Session

1. Anticipated Litigation (Pursuant to Gov. Code § 54956.9(d)(2) or (3)
   Name of case: (Voices v. Arch Insurance Company, Santa Clara County Superior Court Case No: 22 CV 399500)
2. Conference With Real Property Negotiators (Pursuant to Gov. Code § 54956.8):
   Property: 201 28th St., Richmond CA, 94804
   Agency negotiator: Elizabeth Sanborn Falcon
   Negotiating parties: Benchmark Realty Advisors
   Under negotiation: Instruction to negotiator may concern price and terms of payment
3. Public Employee Performance Evaluation- CEO (Pursuant to Gov. Code Section 54957(b)(1).)

VI. Reconvene Open Session

Report on action taken in closed session

VII. Closing Items

A.	Adjourn Meeting	Vote	Kim Wisckol

Coversheet

Approve Minutes

Section:	III. Board Business: Consent Items
Item:	A. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on October 29, 2024

APPROVED

Voices College-Bound Language Academies

Minutes

Board Meeting

Date and Time
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Directors Present
A. Miller (remote), D. Koren, J. Nguyen, K. Wisckol, M. Ruiz, P. Carreño, S. Rocha

Directors Absent
S. Sandoval

Directors who arrived after the meeting opened
D. Koren, M. Ruiz

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 Tuesday Oct 29, 2024 at 3:05 PM.

C. Approve Order of Agenda

P. Carreño made a motion to Approve the agenda with the elimination of the last item.
J. Nguyen seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Rocha	Aye
K. Wisckol	Aye
D. Koren	Absent
S. Sandoval	Absent
J. Nguyen	Aye
M. Ruiz	Absent
A. Miller	Aye
P. Carreño	Aye

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

No public comment.

II. School Presentation

A. VCBLA Morgan Hill

Vicky López, principal of Voices Morgan Hill, presented about the school's current activities and focus areas.

D. Koren arrived at 3:18 PM.

III. Board Business: Consent Items

A. Approve Minutes

A. Miller made a motion to approve the minutes from Annual and Regular Board Meeting on 08-09-24.
D. Koren seconded the motion.
Dena Koren asked the Board President, Kim Wisckol, to pull item B from the consent agenda items for further discussion. The Board proceeded to vote on the consent items with the exception of item B.

Item B - Motioned by Judy, Dena seconds.
The board **VOTED** to approve the motion.

Roll Call

A. Miller	Aye
K. Wisckol	Aye
M. Ruiz	Absent
S. Rocha	Aye
D. Koren	Aye
S. Sandoval	Absent
P. Carreño	Aye
J. Nguyen	Aye

B. Consent Agenda

A. Miller made a motion to approve the Consent Agenda with the exception of the overnight field trip.
D. Koren seconded the motion.
Dena Koren asked the Board President, Kim Wisckol, to pull item B from the Consent Agenda for further discussion for further discussion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Koren	Aye
A. Miller	Aye
S. Rocha	Aye
K. Wisckol	Aye
J. Nguyen	Aye

Roll Call

P. Carreño	Aye
S. Sandoval	Absent
M. Ruiz	Absent

C. Approval of Overnight Science Camp Field Trip

J. Nguyen made a motion to approve the Overnight Science Camp Field Trip.
D. Koren seconded the motion.
Dena asked the staff to inquire if the Board is required to approve overnight field trips.

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

Roll Call

D. Koren	Aye
J. Nguyen	Aye
M. Ruiz	Absent
S. Sandoval	Absent
S. Rocha	Aye
A. Miller	Aye
K. Wisckol	Aye
P. Carreño	Aye

IV. Board Business: Discussion/Action Items

A. Voices Academic Update

Elizabeth Aguilar presented the academic outcomes and focus areas for the 2023-2024 school year.

She discussed the multi-year priority.

1. Our students will become bilingual and literate through rigorous, grade-level content rooted in data analysis and differentiation.

Dena asked for Academic Training for the Board.

M. Ruiz arrived at 3:49 PM.

B. Committee/Work Group Goals & Updates

Academic Achievement Working Group -
Judy shared that they are in the starting stages and are excited to partner with Elizabeth. They have looked at a resource on BoardOnTrack for the role of the Academic Achievement Working Group and the Board in general. They would like to have data at every meeting to build the Board's muscle around data.

Board Effectiveness Group
Dena shared that they had the first meeting of the year. Members were brought up to speed on what they were able to accomplish last year. There are draft goals; the next step is to map those to the Board goals. They will push on new Board member buddies. They mentioned that Aldo and Felipe's packet was very useful. They would like to share with the community who they are and what we do. They would like to look at the broader publication of the meetings and highlight a board member a month. They also want to think of additional ways to help parents feel connected. The team has revised the Board member job descriptions and they are a lot cleaner and tighter. Judy invited folks to review and provide feedback.

Finance Committee
Alice shared that the committee met to review the budget to actuals. Some adjustments due to ADA were made, and some of them have been offset by total salaries. Alice recommended staff review the documents posted to Board-on-Track.

C. Update of Committee Membership

J. Nguyen made a motion to add Jaime Mata to the Board Finance Committee.
A. Miller seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Rocha	Aye
S. Sandoval	Absent
J. Nguyen	Aye
M. Ruiz	Aye
A. Miller	Aye
D. Koren	Aye
P. Carreño	Aye
K. Wisckol	Aye

D. COO Update

Jaime presented his background. He shared what he has done in the first 30 days. Dena asked that the next COO update include his thoughts on areas of risk and further thought.

E. Approve Unaudited Actuals for Voices FS, MH, MP, ST, and WCC

P. Carreño made a motion to approve the Unaudited Actuals for Flagship.
J. Nguyen seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Carreño	Aye
S. Sandoval	Absent

Voices College-Bound Language Academies Board Meeting Minutes - Tuesday, December 19, 2024 at 3:00 PM

Roll Call

D. Koren	Aye
M. Ruiz	Aye
K. Wisckol	Aye
J. Nguyen	Aye
A. Miller	Aye
S. Rocha	Aye

V. Reconvene Open Session

A. Report on action taken in closed session

Kim Wisckol reconvened the open session and reported that no action was taken in the closed session.

VI. Closing Items

A. Adjourn Meeting

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

Roll Call

S. Sandoval	Absent
D. Koren	Aye
A. Miller	Aye
J. Nguyen	Aye
M. Ruiz	Aye
P. Carreño	Aye
K. Wisckol	Aye
S. Rocha	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:16 PM.

Respectfully Submitted,
K. Wisckol

Coversheet

Approve Overnight Field Trips at Voices Flagship

Section:	III. Board Business: Consent Items
Item:	B. Approve Overnight Field Trips at Voices Flagship
Purpose:	Vote
Submitted by:	
Related Material:	Worldstrides Itinerary.pdf Letter to the Board (DC & NYC).pdf



WASHINGTON, D.C. & NEW YORK CITY

WorldStrides
Educational Travel & Experiences

TRIP DATES: April 28th- May 2nd 2025

TRIP PRICE: $ 3,099

YOUR DAY-BY-DAY ADVENTURE

DAY 1
Arrive in **Washington, D.C.** Meet your WorldStrides representative and begin your once-in-a-lifetime experience!

White House (picture stop) Home of the U.S. president

Lunch

Smithsonian Institution The world's largest museum complex: National Air and Space Museum, National Museum of Natural History, Smithsonian American Art Museum, National Museum of American History, National Museum of African American History & Culture (by appointment)

Dinner

Memorial Tour: **Jefferson Memorial, FDR Memorial, MLK Memorial**

Hotel check-in

DAY 2
Breakfast

Alexandria One of America's oldest and most historic cities

Mount Vernon George Washington's home, plantation, and Education Center, which showcases life during colonial times, 18th-century treasures, and our first president as a farmer and businessman

Lunch

Ford's Theatre and Petersen House (by appointment) Where President Lincoln was shot and later died on that fateful day

National Archives (by appointment) Home of the original Constitution, Bill of Rights, and Declaration of Independence

Dinner

Memorial Tour: **Lincoln Memorial, Korean War Veterans Memorial, Vietnam Veterans Memorial**

DAY 3
Breakfast

Arlington National Cemetery America's most famous military cemetery: Changing of the Guard, Tomb of the Unknown Soldier, Kennedy Gravesites, Space Shuttle Challenger Memorial

US Marine Corp War Memorial A tribute to all U.S. Marines based on the famous WWII photo by Joe Rosenthal

Lunch

9/11 Pentagon Memorial Honors the 184 victims of the 9/11 attack at the Pentagon

Capitol Hill Grounds Tour (by appointment) Capitol Visitor Center Supreme Court, Library of Congress

Holocaust Museum (by appointment) The museum provides the documentation, study, and interpretation of Holocaust History

World War II Memorial Honors the 16 million who served — and 400,000 who died — in the U.S. Armed Forces during WWII

Washington Monument (picture stop) The world's tallest stone monument, which honors our nation's first president

Dinner

DAY 4
Breakfast and hotel check-out

Depart for **New York City**

Lunch

Fifth Avenue Walk The iconic New York street lined with famous shops

Rockefeller Center World's largest privately owned business and entertainment complex

St. Patrick's Cathedral Largest neo-gothic Catholic Cathedral in the US

Dinner

Times Square Center of the city's theatre district

Broadway Show (based on availability and operational schedule of performances) followed by Group Photo in **Times Square**

Hotel check-in

DAY 5
Breakfast and hotel check-out

Today Show Live broadcast of the show at Rockefeller Center

Central Park America's most famous urban park, includes Strawberry Fields and the Great Lawn

Lunch

Statue of Liberty

Ellis Island An on-site museum commemorates one of the primary gateways into America for millions of immigrants

National 9/11 Memorial Site of the World Trade Center and a place for remembrance for the victims of the September 11th attacks

Dinner

Depart **New York City** for home

AN ALL-INCLUSIVE EXPERIENCE

- ROUND TRIP TRANSPORTATION
- ADMISSIONS & FEES FOR SCHEDULED ACTIVITIES
- HOTEL ACCOMMODATIONS
- EXPERTLY TRAINED COURSE LEADERS
- THREE MEALS DAY (UNLESS OTHERWISE STATED)
- 24-HOUR EMERGENCY SUPPORT
- TRANSPORTATION TO / FROM ALL ACTIVITIES
- ACADEMIC CREDIT

HC1 - 5 4 DC-NY - 1 night NY

The above represents a sample itinerary. Changes or substitutions may be made depending on your travel dates, arrival and departure times, national holidays, and events beyond WorldStrides' control at the discretion of WorldStrides as it deems necessary or desirable.

Powered by BoardOnTrack

Voices College-Bound Language Academies

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LETTER TO THE VOICES BOARD

TO: Voices Board of Directors

FROM: Hugo Torres, Voices Flagship Principal

DATE: November 27, 2024

SUBJECT: Grupo Estudiantil Field Trip to Washington DC & New York City

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Dear Members of the Board,

I hope this letter finds you well. My name is Hugo Torres, and I am the Principal for Voices Flagship. I am writing to you all to (1) explain our Grupo Estudiantil at Flagship, (2) outline the importance of student travel, and (3) ask the Board to act and approve an overnight field trip to Washington D.C. and New York City.

I. Our Grupo Estudiantil at Voices Flagship

In addition to being a principal, I also serve as the Vice President for the San Mateo County Board of Education, which is my form of representation and advocacy in the community. I wanted our students to have that opportunity and experience, so together, with my Dean of Culture, Student Services Manager, and staff, we launched our **Grupo Estudiantil** (student council) during the 2023-2024 school year. We are currently in our second year, and there has been a significant increase in student engagement and participation from our middle school students (6th - 8th grade).

The purpose of our **Grupo Estudiantil** is to provide our Voices Middle School (VMS) students with an opportunity to develop leadership skills, represent their peers, and take an active role in shaping their school community. **Grupo Estudiantil** helps plan and organize events such as school dances, fundraisers, spirit weeks, and community service projects. It also serves as a voice for students, ensuring that their concerns, ideas, and feedback are heard by the school administration and faculty.

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To get involved in the student council, students must run for office through a campaign process. This begins with creating posters and flyers to advertise their candidacy and ideas around the school campus. Then, they present speeches in front of their classmates to explain why they are the best candidate for the position. After the speeches, the school holds an Election Day where students cast their ballots and vote for their preferred candidates.

The Grupo Estudiantil positions and responsibilities are as follows:

- **Student Body President**: Leads the council and represents the student body in meetings and events.
- **Vice President**: Assists the president and steps in when the president is unavailable.
- **Secretary**: Keeps records of meetings and organizes communication between council members.
- **Treasurer**: Manages the student council's budget and fundraising efforts.
- **Communications**: Oversees the communication efforts, such as social media, newsletters, and school announcements.
- **Representatives:** Students who do not win their campaign and/or want to participate without holding an elected position are still able to participate to support the efforts of the group.

Once elected, student council members are responsible for attending regular meetings where they plan and organize school events, fundraisers, and activities to promote school spirit and community engagement. The experience helps students develop important skills such as teamwork, communication, and decision-making while also giving them a chance to have a positive impact on their school.

This year, we have 35 middle school students involved in **Grupo Estudiantil,** which is led by a group of advisors (3 Voices staff members) and overseen by the Principal, Dean of Culture, and Student Services Manager. To maintain their positions, students must submit individual weekly reports to the advisors on their grades, behavior, and attendance before every meeting.

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II. The Importance of Student Travel

As a teacher, I had the luxury and privilege of teaching the same group of students from fourth grade all the way up to eighth grade. My classroom was heavily focused on strong academics, social justice, advocacy, being college bound, and being ready for the real world. I also volunteered in our local after-school program and recognized a trend amongst our high school students, which was that a large portion of them were only applying to local colleges. After inquiring more from the students, I realized there was a strong value of family that restrained students from venturing outside the only place they knew, there was a fear from the lack of experience and exposure to other places, and students were not being presented with all the opportunities available to them. Soon after, I made sure to incorporate student travel into my classroom. As a result, I was able to take my class to Washington D.C. in fifth grade and to London, Paris, and Rome in eighth grade for our final year together.

Then, I further realized the critical importance of student travel opportunities for students of color from low-income families and marginalized communities. The benefits of such travel experiences extend far beyond academic learning—they are transformative for students, enabling them to grow personally, professionally, and as engaged citizens.

For students who come from underrepresented and economically disadvantaged backgrounds, the exposure that comes with travel represents a unique opportunity to expand their horizons. Many students in our community do not have the financial means to participate in extracurricular activities that require travel or to access experiences that are pivotal for growth and success in higher education and future careers. When given the chance to travel, these students are not only able to broaden their worldview but also gain confidence in their abilities, foster leadership skills, and develop a deeper understanding of the global challenges and opportunities that shape our society.

Therefore, on behalf of the Grupo Advisors, I am proposing that we give our **Grupo Estudiantil** members the opportunity and privilege of travelling to Washington D.C. and New York City.

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As the advisors of **Grupo Estudiantil**, we see first-hand the positive impact that travel can have on our students. These opportunities allow them to step outside the confines of their immediate environment and encounter different perspectives, which is especially vital for students from communities often excluded from broader cultural and academic spheres. By engaging with peers from other regions or backgrounds, students build essential interpersonal skills, resilience, and a sense of belonging in a wider community. These experiences contribute to greater self-esteem and empowerment, which are invaluable as they navigate the demands of college preparation and ultimately their transition into higher education.

Moreover, travel fosters cultural awareness and inclusivity—two values central to our mission at Voices: College-Bound Language Academies. For students of color, in particular, the opportunity to see and be seen in diverse settings can be both affirming and eye-opening, reinforcing the idea that their voices and perspectives are integral to our shared educational mission. It also helps dismantle the barriers that systemic inequality often erects, providing students with the tools and networks necessary to break cycles of poverty and marginalization.

In light of this, we strongly advocate for increased support for travel opportunities for our **Grupo Estudiantil** members, many of whom come from marginalized communities. This experience is indispensable for preparing them for success in college and beyond. We believe that through travel, our students will gain the confidence, knowledge, and leadership abilities to not only excel academically but also become advocates for change within their communities and beyond.

III. Field Trip to Washington D.C. and New York City

To help this dream come to fruition, I partnered with WorldStrides, which is an organization I have used in previous years. The organization has an all inclusive package, and the cost covers the roundtrip transportation and day to day transportation, food for three meals a day, all admission fees and costs for scheduled activities, 24 hour emergency support, hotel accommodations, and tour guides to stay with the group at all times.

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College-Bound Language Academies

Flagship School • 715 Hellyer Avenue • San Jose, CA 95111 • (408) 361-1960

Below is the generic information of the trip:

- **Dates:** Monday, April 28th - Friday, May 2nd
- **Cost per Student:** $3,099
- **Itinerary:** 3 days in Washington D.C. & 2 days in New York City
  you can see the attached sample itinerary for more detailed information
- **Adult Chaperons:** 6 Voices Staff Members *(Principal, Dean of Culture, Student Services Manager, & 3 Grupo Advisors)* + 1 parent

In partnership with WorldStrides and Grupo Advisors, we held an informational session via Zoom for the families. All families showed up to the meeting and 25 of the students have registered to go. Families were receptive and excited for this opportunity. The main topic of conversation was money. However, I do want to point out that WorldStrides provides financial aid for students who qualify and allows families to sign up for a monthly payment plan. Our students will focus heavily on fundraising, and our parents are also extremely motivated to participate and work together to raise funds.

Parents are also able to attend the trip, but they must pay for their own price, which is slightly higher than the student cost. It is not listed in the sample itinerary, but since we are a college-bound school, we also plan to visit college campuses in both cities. Lastly, this information has been presented to the Chief Academic Officer for her recommendation.

[Action Required]: Since this is considered an overnight trip, we do need Board approval per the Voices Policy on Field Trips and Excursions.

I am deeply grateful for the ongoing support of Voices: College-Bound Language Academies and hope that you will consider ways to expand these vital opportunities for our students. Thank you for your time and consideration, and for your continued commitment to fostering inclusive and transformative educational experiences. If you have any questions or concerns, then please feel free to contact me. Gracias!

Best regards,



Hugo Torres
Voices Flagship Principal

Coversheet

Contract Ratification

Section: III. Board Business: Consent Items
Item: C. Contract Ratification
Purpose: Vote
Submitted by:
Related Material:
EPS- Voices College-Bound Language Academy Signed Agreement 2024_000034.pdf
Procurify Order For Agreement.pdf

Enrollment Professor
Enrollment Solutions for Schools.

Agreement for Services

This agreement is made this **1st day of December 2024**, between **Voices College-Bound Language Academy**, having its principal place of business at 6840 Via Del Oro, Suite 160 San Jose, CA 95119, and Stephen Nutter, dba Enrollment Professor West (Contractor), having its principal place of business at 11523 Sandpiper Way, Penn Valley CA 95946.

In consideration of the client retaining the contractor to perform enrollment support services for the client, it is agreed as follows:

1. Terms
Client hereby retains contractor, which hereby agrees to perform the following services: Enrollment and Marketing services as outlined below:

a) **Enrollment Marketing Consulting and Service:** Includes enrollment-related projects, creative services for print materials, and priorities needed or requested by school leadership. Broadcast advertising/video production and printed materials are not included.

b) **Monthly Digital Advertising:** Monthly targeted social media ads in English and Spanish. The program includes the advertising cost and the creation of ads. Monthly ads placed on Facebook and Instagram.

c) Monthly Google Advertising: Monthly Google ad placement directing potential enrollees to the school's website or individual school landing pages, bringing the school to or near the top section of the search page within the search radius.

d) **Applicant Retention Management System**

Current Arms Modules

- First Contact Follow-up
- Phone Call SMS
- Phone Call Tracking
- Let's Get Started
- Intent to Enroll Application
- EIM/Tour Invite
- EIM/Tour RSVP
- Pre-Lottery Retention
- Enrollment Lottery
- Seat Offer Follow-up
- Form Collection
- Waitlist Management
- Intent to Return
- Bulk Email System
- Exit Survey
- Unenrolled Students
- Summer Retention
- Additional RSVP Calenc
- Blog Site
- Forms and Surveys

e) **ELS Module:** The ELS (Enrollment Landing Site) Module includes creating and managing a professional landing site to give prospective families a snapshot of your school offering and capture the quantitative data for your advertising campaigns.

f) **Creation of Promotional Videos, such as School introductions, Virtual School Tours, or Testimonials of Parents, Students, and Teachers. (For use on the website, landing page, and as a follow-up tool for parent leads.)** The client will retain all rights and ownership of the promotional video indefinitely.

g) **Campaign Reports and Meetings**: Report on all ad campaigns when they are available.

Additional Advertising Options

The client can activate other advertising or agency services at an additional expense. Said services would be on bid pricing.

Enrollment Professor
Enrollment Solutions for Schools.

The following fees and terms shall apply:
This agreement shall commence on the date stated above and shall remain in effect until all obligations under this agreement have been appropriately completed. Either party may terminate this agreement with or without cause by providing at least 30 days written notice to the other party.

Fees
Term twelve (12) month agreement 12/01/24 to 11/30/25. After twelve (12) months, the agreement will continue on current terms unless the client decides to give notice of 30-day termination, request a change of terms of the agreement, or is notified in advance of increased costs by the contractor.

Payment Option: Twelve (12) monthly invoices will be sent with payment due dates as follows:

- 12/01/24 = $4000
- 01/01/25 = $3500
- 02/01/25 = $3500
- 03/01/25 = $3500
- 04/01/25 = $3500
- 05/01/25 = $3500
- 06/01/24 = $3500
- 07/01/25 = $3500
- 08/01/25 = $3500
- 09/01/25 = $3500
- 10/01/25 = $3500
- 11/01/25 = $3500

Enrollment Professor shall provide an invoice(s) and shall maintain and provide, upon request, backup documentation for a period of one year from the date of the respective invoices. The client shall make full payment for services upon receipt of the invoice. Invoices not paid within fifteen days of the due date are considered delinquent, and service will be suspended until payment is made.

Credit card and auto-pay services are available upon request. These payment options will incur a 4% processing fee.

2. Warranties
Contractor, represents and warrants to client that it has the experience and ability to perform the services required by this agreement; that it will perform said services in a professional, competent and timely manner; that it has the power to enter into and perform this agreement; and that its performance of this agreement shall not infringe upon or violate the rights of any third party or violate any federal, provincial and municipal laws.

3. Independent contractor,
Contractor acknowledges that the services rendered under this agreement shall be solely as an independent Contractor. Contractor shall not enter into any contract or commitment on behalf of client. Contractor further acknowledges that it is not considered an affiliate or subsidiary of client and is not entitled to any Client employment rights or benefits.

4. Confidentiality
Contractor recognizes and acknowledges that this agreement creates a confidential relationship between Stephen Nutter (Enrollment Professor West) and Client and that information concerning client's business affairs, customers, vendors, finances, properties, methods of operation, computer programs, and documentation, and other such information, whether written, oral, or otherwise, is confidential in nature. All such information concerning client is hereinafter collectively referred to as "Confidential Information." The contractor agrees to follow Client Information Security procedures and otherwise take all reasonable precautions for the protection of Confidential Information.

5. Non-Disclosure
Contractor, agrees that, except as directed by client, it will not at any time during or after the term of this agreement disclose any Confidential Information to any person whatsoever. If requested, EPW will turn over all documents, papers, and other matters in its possession or control that relate to the client.

Enrollment Professor
Enrollment Solutions for Schools.

6. Grant
The contractor agrees that its work product produced in the performance of this agreement shall remain the exclusive property of **Voices College-Bound Language Academy** and that it will not transfer, publish, disclose, or otherwise make the work product available to third parties without the client's prior written consent. Under this agreement, any rights granted to Stephen Nutter (Enrollment Professor West) shall not affect the client's exclusive ownership of the work product.

7. Entire Agreement and Notice
This agreement contains the entire understanding of the parties and may not be amended without the specific written consent of both parties. Any notice given under this agreement shall be sufficient if it is in writing and if sent by electronic or certified mail.

IN WITNESS,

Client and contractor have duly executed this agreement as of the day and year first written above.

CONTRACTOR: Enrollment Professor West
Agent: Stephen Nutter

Signature: _____

Dated: 12/4/24

CLIENT: Voices College-Bound Language Academy
Agent(s): Jaime Mata

Signature: _____

Dated: 12/4/2024

500 - 455 Granville Street
Vancouver, BC, Cana da V6C 1T1

ORDER FORM

Prepared Date: 2024-11-25 (yyyy-mm-dd)

Customer:

Name:	**Voices College - Bound Language Academy**
Contact:	**Jaime Mata**
Phone:	
Email:	**jmata@voicescharterschool.com**

Bill To:

Name:	**Voices College - Bound Language Academy**
Address:	**715 Hellyer Ave.** **San Jose, CA 95111** **United States**
Contact:	
Email:	**jmata@voicescharterschool.com**

Order Information:

Contract Term (months):	**12.00**
Service Start Date (yyyy-mm-dd):	**2024-12-05**
Service End Date (yyyy-mm-dd):	**2025-12-04**
Currency:	**USD**
Billing Frequency:	**Annual**
Payment Terms:	**Net 30**

Procurify's accepted payment types are: credit card (on applicable invoices amounts only), check, wire transfer, and EFT (Canadian domestic only).

Procurify Platform (Per Year, Recurring)*	Qty	Annual Fees
Procurify Platform PFY2 SMB	1	$9,975.00

Procurify Pro Users (SMB)	10	$5,928.00
Procurify AP	1	$3,088.00
Procurify Contract Management	1	$2,850.00

One-Time Services (One-Time Fee)	One-Time Fees
Standard Implementation	$1,000.00

*The Procurify platform includes up to 5 users, 1 domain, & 1 native integration (if qualified)

Order Summary:

Annualized Fees over Term:	**$21,841.00**
Total One-Time Fees:	**$1,000.00**
Total Commitment over Term (12.00 months):	**$22,841.00**

Terms & Conditions

General Terms:	This Order Form is subject to the Subscription Services Agreement: **https://www.procurify.com/terms** In the event that special terms are entered into this Order Form, capitalized terms not otherwise defined herein have the meaning given to them in the Subscription Services Agreement. No terms, provisions, or conditions of any purchase order will have any effect on the obligations of the Parties under or otherwise modify this Agreement. Invoice fees may contain more than two (2) decimal places. In the event of a discrepancy between fees listed on an invoice and this Order Form, the fees shown on this Order Form shall be the true and binding total owed by Customer under this Agreement. All dates mentioned in this Order Form are in yyyy-mm-dd format.
Special Terms:	Customer shall receive a $12,759.00 total discount offer (the “Discount”) which expires on 2024-12-05. For the avoidance of doubt, this offer is conditional upon Customer executing this Order Form on or before 2024-12-05. Each renewal term shall be for a period of 24 months.

Signatures

IN WITNESS WHEREOF, the undersigned have caused this Agreement to be executed by their authorized representatives:

Voices College - Bound Language Academy

By:	Jaime Mata
Name:	Jaime Mata
Title:	COO
Date: (yyyy-mm-dd)	12 / 03 / 2024

Procurify Technologies Inc.

By:	Faraz Lalani
Name:	Faraz Lalani
Title:	Director of Sales
Date: (yyyy-mm-dd)	12 / 04 / 2024

Coversheet

Approve Contract

Section: III. Board Business: Consent Items
Item: D. Approve Contract
Purpose: Vote
Submitted by:
Related Material: Helios Ed Agreement- Voices College-Bound Academies.pdf



HeliosEd

Save 73% time and cost by shifting to paperless.

Prepared For:
Voices College-Bound Language Academies

Armando Arteaga
Felipe Deguer

By:
Brian Juarez and Christina Epplett
Partnership Success

November 12, 2024

Armando and Felipe,

Thank you for giving us the opportunity to provide this proposal for Voices College-Bound Language Academies

By choosing Helios Ed, you will be able to

- Save time and improve coordination with an employee database.
- Generate over 100 reports, saving your team time and cost.
- Automate your processes for credential updates, reminders, and assignment monitoring.
- And so much more!

We are excited about the opportunity to work with you, and we look forward to your success.

Kindest regard,

Brian Juarez II and Christina Eppelett

Partnership Success
Helios Ed

Success Stories

"With the help of Helios, LCUSD can respond to requests more efficiently and onboard new employees faster than ever before. Our response time to district employees has decreased significantly."

Debra Cradduck
Chief Human Resources Officer
La Cañada Unified School District

"Districts should definitely consider Helios because of its user-friendliness, great customer service, and the ease of integration. It is a system that can bring all the pieces together for you. Helios has also been very cost-effective when you think about the amount of time that people are saving. Staff time is huge, so I would highly recommend Helios to any district."

Dr. Linda De la Torre
Superintendent
San Marino Unified School District

"Everything can now be done easily, safely, and securely at home, online. And I think it's great! I absolutely love Helios!"

Chris MacMeekin
Manager, Fiscal Services
Fullerton Joint Union High School District

"Our processes have become easier for EVERYONE in our district. Helios makes a HUGE impact on our daily workload. The system is intuitive and user-friendly. And customer support has helped us all along the way."

Beth Summers
Human Resources Analyst
San Luis Coastal Unified School District

"Prior to Helios, I would have to bug my staff to give me reports and data. I can now look that up very easily with Helios without interrupting my staff. That is a tremendous productivity gain."

Kevin Ward
Assistant Superintendent of Human Resources
Claremont Unified School District

Helios Ed Solutions

Helios Core - The web-based Core tracks all personnel records in one place. Integrates into other systems. View all information on any employee (*certificated, classified, volunteer, substitutes*). Double data entry and errors are eliminated. Single-click reports generate across various modules for a holistic view. The Helios Core includes:

- ✓ TB/DOJ Tracking
- ✓ Vaccination Records
- ✓ Reporting and Ad-hoc Reports
- ✓ Automated Credential/TB
- ✓ Reminders
- ✓ E-Document management
- ✓ And much more!

Plus, you get:

- ✓ Initial training
- ✓ Secure Data hosting
- ✓ Email support
- ✓ Maintenance/module update

HeliosEd

www.heliosed.com

Proposal

Proposal #	13061
Date	11/15/2024
Expiration Date	12/15/2024
Number of Employees	244

School or District Voices College-Bound Language Academies

Primary Contact Armando Arteaga, Felipe Deguer

Services

Ongoing Services (See Documentation for Expanded Descriptions of Services)		**Amount $**
Helios Core Software Solution with: ✓ Support (Business Hours) ✓ Data Hosting ✓ Software updates to existing modules ✓ Reports ✓ Electronic Files and Documents		11,990
Ongoing Interface	Paycom	3,000
Total Annual Investment		14,990

Term Option	*3-year term*	*4-year term*	*5-year term*
Discount %*	**5%**	**8%**	**10%**
Discount Amount	750	1,199	1,499
Net Total Annual Investment	**14,241**	**13,791**	**13,491**
Choose Term	☐	☐	☐

One Time Setup Services	Rate $	Est. Hours	Amount $
Initial Setup Investment	150	11	1,650
Data Import	150	25	3,750
Setup Paycom Interface	150	30	4,500
2 webinar trainings			**FREE**
Net Total One Time Setup Investment			**9,900**

Initial Term	**Select Term Options Above**
	* Discounts are contingent on acceptance of standard terms and conditions and may only be valid and available until the expiration date after which they may decrease.
	Once accepted, the discounts and annual investment will remain good for the term selected, except if number of employees increases or additional modules are needed.
Payments	
Payment Terms	Annual billing
Payment Due Date	• Initial annual Technology Services payment is due prior to or at time of delivery of administrator access keys to Service.
	• Subsequent annual Technology Services payments and all Professional Services payments are due within 30 days of invoice receipt.
Refund Policy	Technology Service fees are non-refundable except otherwise noted.
Setup and Professional Services	Professional services provided are estimates only based on the scope of work known at the time of providing this proposal. Additional services or services beyond this scope will be charged at the prevailing hourly rate.

This SaaS Services Agreement, including the above Proposal and the attached Terms and Conditions and all Schedules (collectively, the "Agreement") is entered into between Mann InfoCom, Inc., dba Helios Ed ("Company"), and the Customer listed above this proposal is prepared for ("Customer") as of the date written below the Customer signature ("Effective Date"). There shall be no force or effect to any different terms of any related purchase order or similar form even if signed by the parties after the date hereof. Company and Customer are each a "Party" or together the "Parties."

Accepted and agreed:

Customer

Signature:

_____

Name: _____

Title: _____

Date: _____

Helios Ed

Signature:

Brian Juarez II

_____

Name: Brian Juarez II

_____

Title: Partner Success

_____

Please sign and fax back to 1.800.345.1947.

Please mail check payable to Helios Ed, 111 Deerwood Rd, Ste 200, San Ramon CA 94583.

This proposal is valid for 30 days for this Client only unless stated otherwise.

HELIOS ED SAAS AGREEMENT TERMS AND CONDITIONS

1. SAAS SERVICES AND SUPPORT

1.1 Subject to the terms of this Agreement, Company will use commercially reasonable efforts to provide Customer the Software Subscription Services and associated professional services as listed in the Company proposal. These services along with other products and services offered by Company (together the "Services") may be updated from time to time. As part of the registration process, Company will set up initial administrative user name and password for Customer. Company reserves the right to refuse registration of, or cancel passwords and usernames it deems inappropriate.

1.2 Subject to the terms hereof, Company will provide Customer with reasonable technical support services. Customer agrees to request support from Company through a maximum of two designated representatives.

2. RESTRICTIONS AND RESPONSIBILITIES

2.1 Customer will not, directly or indirectly: reverse engineer, decompile, disassemble or otherwise attempt to discover the source code, object code or underlying structure, ideas, know-how or algorithms relevant to the Services or any software, documentation or data related to the Services ("Software"); modify, translate, or create derivative works based on the Services or any Software (except to the extent expressly permitted by Company or authorized within the Services); use the Services or any Software for timesharing or service bureau purposes or otherwise for the benefit of a third party; or remove any proprietary notices or labels.

2.2 Further, Customer may not remove or export from the United States or allow the export or re-export of the Services, Software or anything related thereto, or any direct product thereof in violation of any restrictions, laws or regulations of the United States Department of Commerce, the United States Department of Treasury Office of Foreign Assets Control, or any other United States or foreign agency or authority. As defined in FAR section 2.101, the Software and documentation are "commercial items" and according to DFAR section 252.227-7014(a)(1) and (5) are deemed to be "commercial computer software" and "commercial computer software documentation." Consistent with DFAR section 227.7202 and FAR section 12.212, any use modification, reproduction, release, performance, display, or disclosure of such commercial software or commercial software documentation by the U.S. Government will be governed solely by the terms of this Agreement and will be prohibited except to the extent expressly permitted by the terms of this Agreement.

2.3 Customer represents, covenants, and warrants that Customer will use the Services only in compliance with Company's standard published policies then in effect (the "Policy") and all applicable laws and regulations. Customer hereby agrees to indemnify and hold harmless Company against any damages, losses, liabilities, settlements and expenses (including without limitation costs and attorneys' fees) in connection with any claim or action that arises from an alleged violation of the foregoing or otherwise from Customer's use of Services. Although Company has no obligation to monitor Customer's use of the Services, Company may do so and may prohibit any use of the Services it believes may be (or alleged to be) in violation of the foregoing.

2.4 Customer shall be responsible for obtaining and maintaining any equipment and ancillary services needed to connect to, access or otherwise use the Services, including, without limitation, modems, hardware, servers, software, operating systems, networking, web servers and the like (collectively, "Equipment"). Customer shall also be responsible for maintaining the security of the Equipment, Customer account, passwords (including but not limited to administrative and user passwords) and files, and for all uses of Customer account or the Equipment with or without Customer's knowledge or consent. Customer agrees to provide Company with reasonable cooperation necessary to implement and support the Services.

3. CONFIDENTIALITY; PROPRIETARY RIGHTS

3.1 Each party (the "Receiving Party") understands that the other party (the "Disclosing Party") has disclosed or may disclose business, technical or financial information relating to the Disclosing Party's business (hereinafter referred to as "Proprietary Information" of the Disclosing Party). Proprietary Information of Company includes non-public information regarding features, functionality and performance of the Service. Proprietary Information of Customer includes non-public data provided by Customer to Company to enable the provision of the Services ("Customer Data"). The Receiving Party agrees: (i) to take reasonable precautions to protect such Proprietary Information, and (ii) not to use (except in

performance of the Services or as otherwise permitted herein) or divulge to any third person any such Proprietary Information. The Disclosing Party agrees that the foregoing shall not apply with respect to any information after five (5) years following the disclosure thereof or any information that the Receiving Party can document (a) is or becomes generally available to the public, or (b) was in its possession or known by it prior to receipt from the Disclosing Party, or (c) was rightfully disclosed to it without restriction by a third party, or (d) was independently developed without use of any Proprietary Information of the Disclosing Party or (e) is required to be disclosed by law.

3.2 Customer shall own all right, title and interest in and to the Customer Data, as well as any data that is based on or derived from the Customer Data and provided to Customer as part of the Services. Company shall own and retain all right, title and interest in and to (a) the Services and Software, all improvements, enhancements or modifications thereto, (b) any software, applications, inventions or other technology developed in connection with Implementation Services or support, (c) all intellectual property rights related to any of the foregoing and (d) or other system improvements developed for Customer.

3.3 Notwithstanding anything to the contrary, Company shall have the right collect and analyze data and other information relating to the provision, use and performance of various aspects of the Services and related systems and technologies (including, without limitation, information concerning Customer Data and data derived therefrom), and Company will be free (during and after the term hereof) to (i) use such information and data to improve and enhance the Services and for other development, diagnostic and corrective purposes in connection with the Services and other Company offerings, and (ii) disclose such data solely in aggregate or other de-identified form in connection with its business. No rights or licenses are granted except as expressly set forth herein.

3.4 Customer acknowledges and agrees that the Company may collect data and information which may be available from third party sources (including but not limited to teacher credentialing or other data available from federal, state or local government sources) as directed or authorized by Customer. Customer acknowledges that such data or information may not be complete, correct, or uncorrupted, and may not import or transfer into the Services correctly, or may not be available due to the systems, procedures, or availability of third parties.

4. PAYMENT OF FEES

4.1 Customer will pay Company the then applicable fees described in the accepted Proposal for the Services and Implementation Services in accordance with the terms therein (the "Fees"). If Customer's use of the Services exceeds the Service Capacity set forth on the Proposal or otherwise requires the payment of additional fees (per the terms of this Agreement), Customer shall be billed for such usage and Customer agrees to pay the additional fees in the manner provided herein. Any hour estimates listed for Professional Services are **estimates only** which may be exceeded. Company reserves the right to change the Fees or applicable charges and to institute new charges and Fees at the end of the Initial Service Term or then-current renewal term, upon thirty (30) days prior notice or invoice to Customer (which may be sent by email). If Customer believes that Company has billed Customer incorrectly, Customer must contact Company no later than 60 days after the closing date on the first billing statement in which the error or problem appeared, in order to receive an adjustment or credit. Inquiries should be directed to Company's customer support department.

4.2 Company may choose to bill through an invoice, in which case, full payment for invoices issued in any given month must be received by Company thirty (30) days after the date the invoice has been sent. Unpaid amounts are subject to a finance charge of 1.5% per month on any outstanding balance, or the maximum permitted by law, whichever is lower, plus all expenses of collection and may result in immediate termination of Service. Customer shall be responsible for all taxes associated with Services other than U.S. taxes based on Company's net income.

5. TERM AND TERMINATION

5.1 Subject to earlier termination as provided below, this Agreement is for the Initial Service Term as specified in the Proposal. Upon the expiration of the Initial Term, the Agreement will automatically renew for additional consecutive annual terms (each a "Renewal Term"), unless prior to the expiration of the then-current term, either Customer or Company provide 60 days' written notice of its intention not to renew. The Initial Term, together with any and all Renewal Terms, is collectively referred to as the "Term."

5.2 Trial User. Approved Trial or Sandbox Customers may only use the Services for a maximum of 30 days from the date of initial registration. They may however terminate this Agreement within 15 days of the Effective Date by providing written notice to Company. Upon such termination, such Customers will owe no fees for such use.

5.3 Free Express User. The Initial Term for approved Free Express Customers shall be indefinite, and the Agreement may be terminated by either Party in its discretion on 60 days' written notice.

5.4 In addition to any other remedies it may have, either party may also terminate this Agreement upon thirty (30) days' notice (or without notice in the case of nonpayment), if the other party materially breaches any of the terms or conditions of this Agreement and fails to cure the breach within 30 days after such notice. If the Customer terminates this Agreement and the Services prior to the expiration of the Term without cause and/or without material breach as above, Customer will pay in full for the Services up to and including the last day on which the Services are provided plus an early termination fee equal to one year portion of the then current annual fees. Upon any termination, Company will grant the Customer access to the System's user interface to download or electronically retrieve all Customer Data from the Services for a period of 30 days. Upon request, Company may retrieve the Customer data and charge Customer a fee which shall be agreed upon prior to commencement of the data pull. All sections of this Agreement which by their nature should survive termination will survive termination, including, without limitation, accrued rights to payment, confidentiality obligations, warranty disclaimers, and limitations of liability.

6. WARRANTY AND DISCLAIMER

Company shall use reasonable efforts consistent with prevailing industry standards to maintain the Services in a manner which minimizes errors and interruptions in the Services and shall perform the Implementation Services in a professional and workmanlike manner. Services may be temporarily unavailable for scheduled maintenance or for unscheduled emergency maintenance, either by Company or by third-party providers, or because of other causes beyond Company's reasonable control, but Company shall use reasonable efforts to provide advance notice in writing or by e-mail of any scheduled service disruption. HOWEVER, COMPANY DOES NOT WARRANT THAT THE SERVICES WILL BE UNINTERRUPTED OR ERROR FREE; NOR DOES IT MAKE ANY WARRANTY AS TO THE RESULTS THAT MAY BE OBTAINED FROM USE OF THE SERVICES. COMPANY DOES NOT WARRANT THAT ITS SERVICES WILL INTEGRATE OR BE COMPATIBLE WITH THIRD PARTY SOFTWARE SERVICES. CUSTOMER UNDERSTANDS THAT COMPANY WILL MAKE GOOD FAITH EFFORTS TO INTEGRATE ITS SERVICES WITH THIRD PARTY SOFTWARE IF CUSTOMER REQUIRES IT, HOWEVER COMPANY MAKES NO EXPRESS OR IMPLIED WARRANTY REGARDING THE COMPATIBILITY. EXCEPT AS EXPRESSLY SET FORTH IN THIS SECTION, THE SERVICES AND IMPLEMENTATION SERVICES ARE PROVIDED "AS IS" AND COMPANY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE AND NON-INFRINGEMENT, OR IMPLIED WARRANTY ARISING FROM STATUTE, COURSE OF DEALING, PERFORMANCE, OR USAGE OR TRADE.

7. INDEMNITY

Company shall hold Customer harmless from liability to third parties resulting from infringement by the Service of any United States patent or any copyright or misappropriation of any trade secret, provided Company is promptly notified of any and all threats, claims and proceedings related thereto and given reasonable assistance and the opportunity to assume sole control over defense and settlement; Company will not be responsible for any settlement it does not approve in writing. The foregoing obligations do not apply with respect to portions or components of the Service (i) not supplied by Company, (ii) made in whole or in part in accordance with Customer specifications, (iii) that are modified after delivery by Company, (iv) combined with other products, processes or materials where the alleged infringement relates to such combination, (v) where Customer continues allegedly infringing activity after being notified thereof or after being informed of modifications that would have avoided the alleged infringement, or (vi) where Customer's use of the Service is not strictly in accordance with this Agreement. If, due to a claim of infringement, the Services are held by a court of competent jurisdiction to be or are believed by Company to be infringing, Company may, at its option and expense (a) replace or modify the Service to be non-infringing provided that such modification or replacement contains substantially similar features and functionality, (b) obtain for Customer a license to continue using the Service, or (c) if neither of the foregoing is commercially practicable, terminate this Agreement and Customer's rights hereunder and provide Customer a refund of any prepaid, unused fees for the Service.

8. LIMITATION OF LIABILITY

NOTWITHSTANDING ANYTHING TO THE CONTRARY, EXCEPT FOR BODILY INJURY OF A PERSON, COMPANY AND ITS SUPPLIERS (INCLUDING BUT NOT LIMITED TO ALL EQUIPMENT AND

TECHNOLOGY SUPPLIERS), OFFICERS, AFFILIATES, REPRESENTATIVES, CONTRACTORS AND EMPLOYEES SHALL NOT BE RESPONSIBLE OR LIABLE WITH RESPECT TO ANY SUBJECT MATTER OF THIS AGREEMENT OR TERMS AND CONDITIONS RELATED THERETO UNDER ANY CONTRACT, NEGLIGENCE, STRICT LIABILITY OR OTHER THEORY: (A) FOR ERROR OR INTERRUPTION OF USE OR FOR LOSS OR INACCURACY OR CORRUPTION OF DATA OR COST OF PROCUREMENT OF SUBSTITUTE GOODS, SERVICES OR TECHNOLOGY OR LOSS OF BUSINESS; (B) FOR ANY INDIRECT, EXEMPLARY, INCIDENTAL, SPECIAL OR CONSEQUENTIAL DAMAGES WHETHER IN CONTRACT, TORT OR OTHERWISE; (C) FOR ANY MATTER BEYOND COMPANY'S REASONABLE CONTROL; OR (D) FOR ANY AMOUNTS THAT, TOGETHER WITH AMOUNTS ASSOCIATED WITH ALL OTHER CLAIMS, EXCEED THE FEES PAID BY CUSTOMER TO COMPANY FOR THE SERVICES UNDER THIS AGREEMENT IN THE 12 MONTHS PRIOR TO THE ACT THAT GAVE RISE TO THE LIABILITY, IN EACH CASE, WHETHER OR NOT COMPANY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. COMPANY DOES NOT REPRESENT OR WARRANT THAT THE SERVICE WILL PERFORM WITHOUT INTERRUPTION OR ERROR OR IS SECURE FROM HACKING OR OTHER UNAUTHORIZED INTRUSION. COMPANY HAS NO RESPONSIBILITY TO CONTINUE TO PROVIDE ACCESS TO PUBLIC DATA AND INFORMATION WHICH GOVERNMENT OR THIRD PARTY AGENCIES MAY IN THE FUTURE ELECT TO RESTRICT FROM USE OR DISTRIBUTION BY COMPANY.

9. MISCELLANEOUS

If any provision of this Agreement is found to be unenforceable or invalid, that provision will be limited or eliminated to the minimum extent necessary so that this Agreement will otherwise remain in full force and effect and enforceable. This Agreement is not assignable, transferable or sublicensable by Customer except with Company's prior written consent. Company may transfer and assign any of its rights and obligations under this Agreement without consent. This Agreement is the complete and exclusive statement of the mutual understanding of the parties and supersedes and cancels all previous written and oral agreements, communications and other understandings relating to the subject matter of this Agreement, and that all waivers and modifications must be in a writing signed by both parties, except as otherwise provided herein. No agency, partnership, joint venture, or employment is created as a result of this Agreement and Customer does not have any authority of any kind to bind Company in any respect whatsoever. In any action or proceeding to enforce rights under this Agreement, the prevailing party will be entitled to recover costs and attorneys' fees. All notices under this Agreement will be in writing and will be deemed to have been duly given when received, if personally delivered; when receipt is electronically confirmed, if transmitted by facsimile or e-mail; the day after it is sent, if sent for next day delivery by recognized overnight delivery service; and upon receipt, if sent by certified or registered mail, return receipt requested. This Agreement shall be governed by the laws of the State of California without regard to its conflict of laws provisions.

The Parties shall work in good faith with a mediator to resolve any dispute. If the Parties do not resolve the Dispute through mediation pursuant, then, upon notice by either Party to the other, the Dispute shall be finally settled by arbitration administered by the American Arbitration Association in accordance with the provisions of its Commercial Arbitration Rules. The arbitration shall be conducted on a confidential basis. The arbitration shall be conducted before a single arbitrator mutually agreed to by the Parties. Any arbitration shall be conducted by an arbitrator experienced in contract and technology law, shall include a written record of the arbitration hearing, and shall be conducted in California. An award of arbitration may be confirmed in a court of competent jurisdiction. The arbitrator shall award to one or both Parties as prevailing party, if any, as determined by the arbitrator, some or all of its costs and fees in their sole discretion. "Costs and fees" mean all reasonable pre-award expenses of the arbitration, including the arbitrators' fees, administrative fees, out-of-pocket expenses such as copying and telephone, witness fees, and attorneys' fees.

This Agreement may be executed in one or more counterparts, each of which is deemed an original and all of which, taken together, constitutes a single enforceable agreement. Each Party agrees, for itself and all Affiliates or Users, that this Agreement and any document associated with the Services may be executed via electronic signature. The parties shall work together in good faith to issue at least one mutually agreed upon press release within 90 days of the Effective Date, and Customer otherwise agrees to reasonably cooperate with Company to serve as a reference account upon request. Company may identify Customer as a customer of Company, and may include the name and trademarks of Customer on its website and in marketing materials.

Coversheet

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

Section: III. Board Business: Consent Items
Item: E. Approve SARC for Voices Flagship, Mt. Pleasant, Morgan Hill, West Contra Costa, and Stockton
Purpose: Vote
Submitted by:
Related Material: Stockton_2425_SARC_Español.pdf
Stockton_2425_SARC_English.pdf
WCC_2425_SARC_Español.pdf
WCC_2425_SARC_English.pdf
Mt. Pleasant_2425_SARC_English.pdf
Mt. Pleasant_2425_SARC_Español.pdf
Flagship_2425_SARC_English.pdf
Flagship_2425_SARC_Español.pdf
Morgan Hill_2425_SARC_Español.pdf
Morgan Hill_2425_SARC_English.pdf

Academia de idiomas Voices College Bound en Stockton

Informe de rendición de cuentas de la escuela 2023-24

Informe elaborado con datos del año escolar 2023-24

Departamento de Educación de California

DIRECCIÓN:	321 East Weber Ave. Stockton, California, 95202-2707	**Principal:**	Elizabeth Aguilar, Superintendente
Teléfono:	(510) 299-5742	**Rango de grados:**	TK-5

Cada año, antes del 1 de febrero, todas las escuelas de California deben publicar, según la ley estatal, un Informe de Responsabilidad Escolar (SARC, por sus siglas en inglés). 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, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Control y Responsabilidad Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir con los objetivos anuales específicos de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser coherentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a los 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 el LCFF o el LCAP, consulte la página web del LCFF del CDE 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 DataQuest del CDE en https://dq.cde.ca.gov/dataquest/ que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de pruebas, inscripción, graduados de la escuela secundaria, deserción escolar, inscripción en cursos, dotación de personal y datos sobre estudiantes de inglés).

Panel de control de las escuelas de California

El Panel de Control de Escuelas de California (Dashboard) https://www.caschooldashboard.org/ refleja el nuevo sistema de rendición de cuentas y mejora continua de California y brinda información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel de Control 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 mejoras.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Elizabeth Aguilar, Superintendent

Principal, Voices College Bound Language Academy at Stockton

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About Our School

Our primary focus at Voices College-Bound Language Academy at Stockton 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. We are certainly looking forward to the year ahead!

Contact

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

Phone: (510) 299-5742
Email: eaguilar@voicescharterschool.com

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

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 2024–25)

School Name	Voices College Bound Language Academy at Stockton
Street	321 East Weber Ave.
City, State, Zip	Stockton, CA , 95202-2707
Phone Number	(510) 299-5742
Principal	Elizabeth Aguilar, Superintendent
Email Address	eaguilar@voicescharterschool.com
Website	www.voicesacademies.org
Grade Span	TK-5
County-District-School (CDS) Code	39686760139907

School Description and Mission Statement (School Year 2024–25)

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

Voices College-Bound Language Academy at Stockton is a language immersion charter school, where both English and Spanish speaking students learn mostly in Spanish the first few years of school and then switch to English in the latter years, resulting in bilingual students who achieve at high levels. Voices Stockton opened in 2020 with grades K and 1, and will continue to increase a grade each school year until reaching our full capacity of grade eight. For the 2024-25 school year, we have Tk - 5th 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.

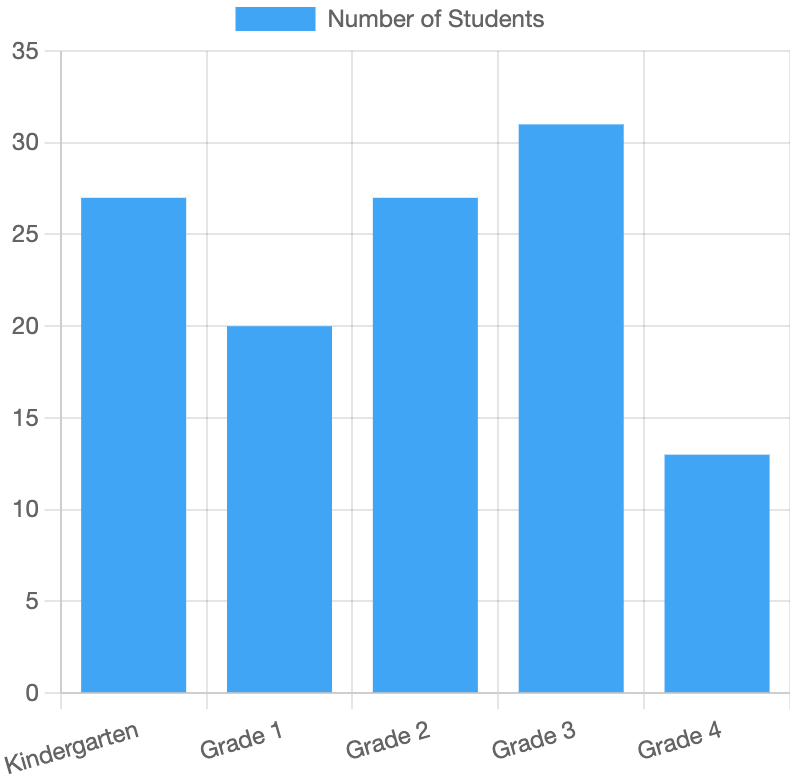
Mission:
Voices College-Bound Language Academy at Stockton will prepare all students for the challenges of higher education through the context of an academically rigorous dual language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking skills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

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	27
Grade 1	20
Grade 2	27
Grade 3	31
Grade 4	13
Total Enrollment	118



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	49.20%
Male	50.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.80%
Black or African American	4.20%
Filipino	0.00%
Hispanic or Latino	92.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.70%
White	0.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	39.00%
Foster Youth	1.70%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	79.70%
Students with Disabilities	8.50%

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.

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.

Teacher Preparation and Placement (School Year 2022–23)

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%	894.20	54.15%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	88.40	5.36%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.20	100.00%	135.30	8.19%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	9.60	0.58%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	523.80	31.72%	14303.80	5.15%
Total Teaching Positions	2.20	100.00%	1651.50	100.00%	277698	100%

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

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	2.00	2.00	0
Misassignments	0.00	1.00	2.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.00	3.00	2.2

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	16.6%	100%
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%	50%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Caminos Amplify, 2024 EL Education, 2021 EL Achieve, 2021 Navigator Literature, 2024 Frog Street (TK), 2024	0
Mathematics	Eureka Math, 2020 Frog Street (TK), 2024	0
Science	Integrated with Caminos Amplify and EL Education	0
History-Social Science	Integrated with Caminos Amplify and EL Education	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	0

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

School Facility Conditions and Planned Improvements

The overall facility rating is good. The repairs identified during the facility inspection are not just a one-time effort; they're part of our ongoing commitment to maintaining a safe and efficient environment. We're dedicated to continually enhancing our facilities! Voices College-Bound Language Academies at Stockton makes every effort to ensure all schools are clean, safe, and functional. We utilized our facilities audit report from the Williams Review to assist in this effort. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded in a timely manner. School facilities are upgraded whenever possible to support and maintain a safe, clean, and secure campus. Sufficient classrooms, offices, playgrounds, staff spaces, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensures 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.

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: Not Available

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Fair	The corners were damaged, the baseboards were damaged, the carpet was stained and torn, the ceiling was damaged, the walls were damaged, and the post was damaged. The carpet was cleaned, and the walls were painted and repaired. The interior baseboards and corners will be repaired in the summer of 2025 when students are on break.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	The cafeteria walls were stained. The cafeteria walls are wiped down and cleaned.
Electrical: Electrical	Good	There is an exposed outlet on the ceiling. We plan to repair it in Summer 2025.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	One drinking fountain in the hallway is non-operational. Plan to have drinking water fountain inspected and repaired by Summer 2025.
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate

Overall Facility Rating

Year and month of the most recent FIT report: Not Available

Overall Rating	Good

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	14%	13%	27%	28%	46%	47%
Mathematics (grades 3-8 and 11)	21%	18%	16%	17%	34%	35%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	38	97.44%	2.56%	13.16%
Female	15	15	100.00%	0.00%	6.67%
Male	24	23	95.83%	4.17%	17.39%
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	37	36	97.30%	2.70%	11.11%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	15	14	93.33%	6.67%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	33	33	100.00%	0.00%	12.12%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	39	100.00%	0.00%	17.95%
Female	15	15	100.00%	0.00%	6.67%
Male	24	24	100.00%	0.00%	25.00%
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	37	37	100.00%	0.00%	18.92%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	15	15	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	33	33	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 Assessments 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.

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

N/A. Voices Stockton didn't have grades 5 or 8 during these testing years.

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)			13.51%	13.90%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

N/A. Voices Stockton didn't have grades 5 or 8 during these testing years.

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

Career Technical Education (CTE) Programs (School Year 2023–24)

N/A. Voices Stockton does not have CTE.

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 2023–24)
Percentage of Students Participating in each of the five Fitness Components

N/A. Voices Stockton did not have Grades 5 or 7 during these testing years.

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

Note: The admistration of the PFT requires only participation results 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.

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 2024–25)

There are many opportunities for parents to become involved in their children's education at Voices College-Bound Language Academies. First of all, Voices has a comprehensive approach to building culture. At the heart of the culture work is trust. We understand that without building environments where trust is continuously fostered, there can be no transformative teaching and learning. All Voices team members are continuously making efforts to build trusting environments with colleagues, students, and parents. With this in mind, school leaders have a strategic approach to parent involvement. It starts with a summer reflection of what worked and what did not work in regards to parent involvement. Based on that reflection, changes or adjustments are made. Parent satisfaction surveys and parent interactions give us the data to reflect on, along with educator input. Activities available for parent involvement throughout the year are informed in our Parent Activities Calendar and/or Parent Culture Calendars. School leaders make efforts to make different types of events available throughout the year. From the ongoing ones like, Cafecitos, ELAC meetings, Volunteering Events, Learning Opportunities, Back to School Night, and Parent-Teacher Conferences, to more cultural celebrations like Plazas, Carnivals, community events, etc. Similarly, Voices is always seeking to find new ways to make the parent experience at our schools more valuable. We understand that having parents as partners is the only way to guarantee long lasting student success.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with 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.

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 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	0.00%	0.00%	0.00%	4.82%	6.02%	0.00%	3.17%	3.60%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.05%	0.00%	0.07%	0.08%	0.00%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

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

School Safety Plan (School Year 2024–25)

Voices College-Bound Language Academy at Stockton is committed to its comprehensive safety plan to ensure the safety of all students and staff. The Board approved the 2024-25 safety plan on October 2024. Voices afty plan includes detailed descriptions of the procedures for campus safety. School Administrators reviewed the safety protocols with all staff in August 2024. School leaders, teachers, and staff review and practice emergency drills and student safety, basic first aid, and classroom safety.

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

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

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

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$23846.00	$6781.00	$17065.00	$72733.00
District	N/A	N/A	--	$82285.00
Percent Difference – School Site and District	N/A	N/A	--	9552.00%
State	N/A	N/A	$10770.62	$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

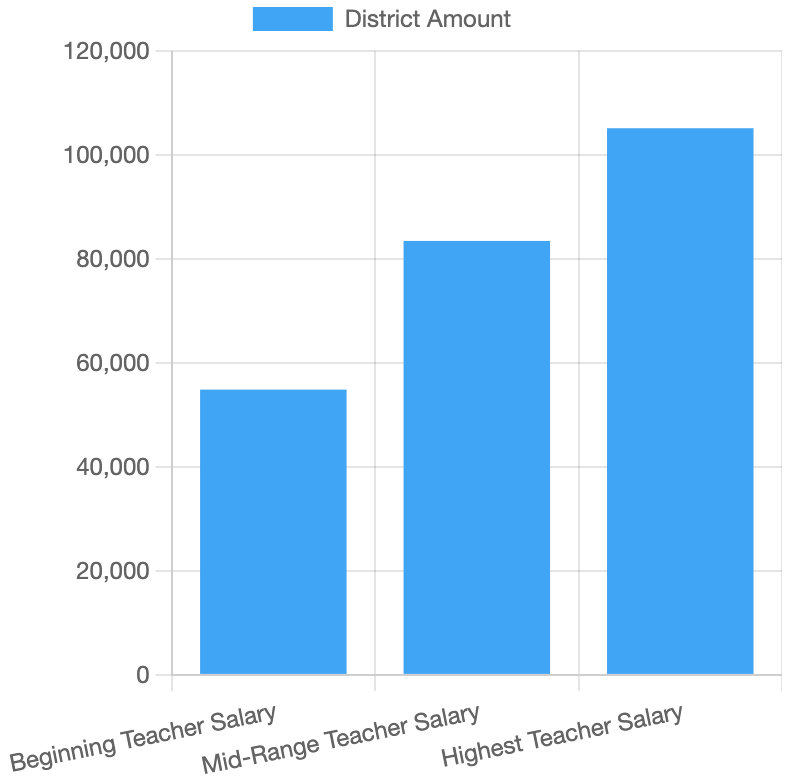
Types of Services Funded (Fiscal Year 2023–24)

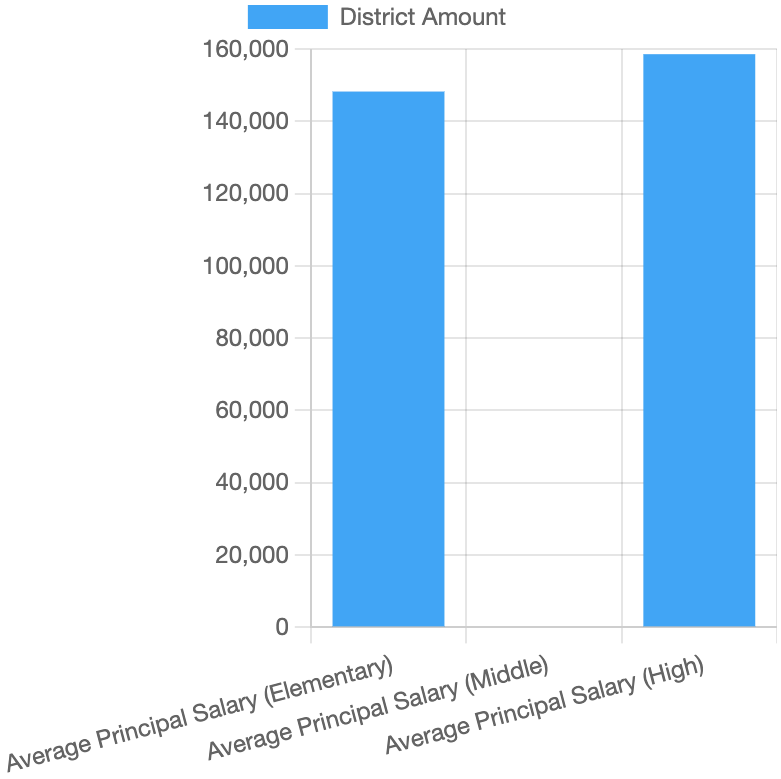
Voices College-Bound Language Academy at Stockton offers a comprehensive range of programs and services aimed at supporting and assisting students. The school implements a dual-immersion model to facilitate language learning, especially for English Language Learners, while providing academic interventions and supplemental materials to boost student achievement. An effective after-school program and summer school options extend learning opportunities beyond regular hours. For students with disabilities, a dedicated Student Services Manager ensures a robust Multi-Tiered System of Supports (MTSS). The academy also prioritizes technology resources to enhance learning and employs associate teachers to provide direct support to those in need. Additionally, the school offers enrichment activities to bolster student engagement and well-being, maintains small class sizes for more individualized attention, and utilizes adaptive intervention programs to further support learning. Collectively, these initiatives aim to promote student achievement, engagement, and overall well-being within the school community.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$54862.00	$56572.74
Mid-Range Teacher Salary	$83465.00	$87185.69
Highest Teacher Salary	$105145.00	$119664.66
Average Principal Salary (Elementary)	$148228.00	$148486.09
Average Principal Salary (Middle)	$0.00	$154835.19
Average Principal Salary (High)	$158566.00	$170007.96
Superintendent Salary	$295000.00	$338699.13
Percent of Budget for Teacher Salaries	0.26%	31.41%
Percent of Budget for Administrative Salaries	0.05%	4.86%

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





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, análisis de unidades de red, sesiones tradicionales de desarrollo profesional escolar y de red. Estos días no incluyen días de planificación facilitada ni días de planificación para docentes.

Medida	2022–23	2023–24	2024–25
Número de días escolares dedicados al Desarrollo del Personal y la Mejora Continua	105	85	102

Voices College Bound Language Academy at Stockton

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	321 East Weber Ave. Stockton, CA , 95202-2707	**Principal:**	Elizabeth Aguilar, Superintendent
Phone:	(510) 299-5742	**Grade Span:**	TK-5

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Elizabeth Aguilar, Superintendent

Principal, Voices College Bound Language Academy at Stockton

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About Our School

Our primary focus at Voices College-Bound Language Academy at Stockton 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. We are certainly looking forward to the year ahead!

Contact

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

Phone: (510) 299-5742
Email: eaguilar@voicescharterschool.com

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

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 2024–25)

School Name	Voices College Bound Language Academy at Stockton
Street	321 East Weber Ave.
City, State, Zip	Stockton, CA , 95202-2707
Phone Number	(510) 299-5742
Principal	Elizabeth Aguilar, Superintendent
Email Address	eaguilar@voicescharterschool.com
Website	www.voicesacademies.org
Grade Span	TK-5
County-District-School (CDS) Code	39686760139907

School Description and Mission Statement (School Year 2024–25)

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

Voices College-Bound Language Academy at Stockton is a language immersion charter school, where both English and Spanish speaking students learn mostly in Spanish the first few years of school and then switch to English in the latter years, resulting in bilingual students who achieve at high levels. Voices Stockton opened in 2020 with grades K and 1, and will continue to increase a grade each school year until reaching our full capacity of grade eight. For the 2024-25 school year, we have Tk - 5th 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.

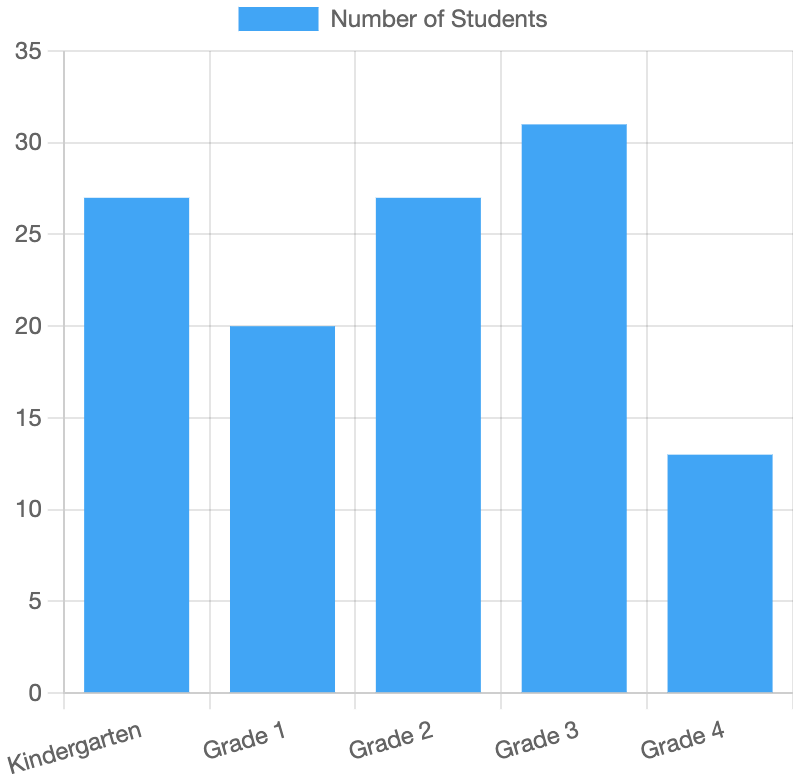
Mission:
Voices College-Bound Language Academy at Stockton will prepare all students for the challenges of higher education through the context of an academically rigorous dual language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking skills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

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	27
Grade 1	20
Grade 2	27
Grade 3	31
Grade 4	13
Total Enrollment	118



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	49.20%
Male	50.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.80%
Black or African American	4.20%
Filipino	0.00%
Hispanic or Latino	92.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.70%
White	0.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	39.00%
Foster Youth	1.70%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	79.70%
Students with Disabilities	8.50%

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.

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.

Teacher Preparation and Placement (School Year 2022–23)

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%	894.20	54.15%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	88.40	5.36%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.20	100.00%	135.30	8.19%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	9.60	0.58%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	523.80	31.72%	14303.80	5.15%
Total Teaching Positions	2.20	100.00%	1651.50	100.00%	277698	100%

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

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	2.00	2.00	0
Misassignments	0.00	1.00	2.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.00	3.00	2.2

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	16.6%	100%
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%	50%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Caminos Amplify, 2024 EL Education, 2021 EL Achieve, 2021 Navigator Literature, 2024 Frog Street (TK), 2024	0
Mathematics	Eureka Math, 2020 Frog Street (TK), 2024	0
Science	Integrated with Caminos Amplify and EL Education	0
History-Social Science	Integrated with Caminos Amplify and EL Education	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	0

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

School Facility Conditions and Planned Improvements

The overall facility rating is good. The repairs identified during the facility inspection are not just a one-time effort; they're part of our ongoing commitment to maintaining a safe and efficient environment. We're dedicated to continually enhancing our facilities! Voices College-Bound Language Academies at Stockton makes every effort to ensure all schools are clean, safe, and functional. We utilized our facilities audit report from the Williams Review to assist in this effort. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded in a timely manner. School facilities are upgraded whenever possible to support and maintain a safe, clean, and secure campus. Sufficient classrooms, offices, playgrounds, staff spaces, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensures 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.

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: Not Available

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Fair	The corners were damaged, the baseboards were damaged, the carpet was stained and torn, the ceiling was damaged, the walls were damaged, and the post was damaged. The carpet was cleaned, and the walls were painted and repaired. The interior baseboards and corners will be repaired in the summer of 2025 when students are on break.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	The cafeteria walls were stained. The cafeteria walls are wiped down and cleaned.
Electrical: Electrical	Good	There is an exposed outlet on the ceiling. We plan to repair it in Summer 2025.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	One drinking fountain in the hallway is non-operational. Plan to have drinking water fountain inspected and repaired by Summer 2025.
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	N/A

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating	Good

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	14%	13%	27%	28%	46%	47%
Mathematics (grades 3-8 and 11)	21%	18%	16%	17%	34%	35%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	38	97.44%	2.56%	13.16%
Female	15	15	100.00%	0.00%	6.67%
Male	24	23	95.83%	4.17%	17.39%
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	37	36	97.30%	2.70%	11.11%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	15	14	93.33%	6.67%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	33	33	100.00%	0.00%	12.12%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	39	39	100.00%	0.00%	17.95%
Female	15	15	100.00%	0.00%	6.67%
Male	24	24	100.00%	0.00%	25.00%
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	37	37	100.00%	0.00%	18.92%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	15	15	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	33	33	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 Assessments 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight and High School

Percentage of Students Meeting or Exceeding the State Standard

N/A. Voices Stockton didn't have grades 5 or 8 during these testing years.

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)			13.51%	13.90%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2023–24)

N/A. Voices Stockton didn't have grades 5 or 8 during these testing years.

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

Career Technical Education (CTE) Programs (School Year 2023–24)

N/A. Voices Stockton does not have CTE.

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 2023–24)
Percentage of Students Participating in each of the five Fitness Components

N/A. Voices Stockton did not have Grades 5 or 7 during these testing years.

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

Note: The admistration of the PFT requires only participation results 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.

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 2024–25)

There are many opportunities for parents to become involved in their children's education at Voices College-Bound Language Academies. First of all, Voices has a comprehensive approach to building culture. At the heart of the culture work is trust. We understand that without building environments where trust is continuously fostered, there can be no transformative teaching and learning. All Voices team members are continuously making efforts to build trusting environments with colleagues, students, and parents. With this in mind, school leaders have a strategic approach to parent involvement. It starts with a summer reflection of what worked and what did not work in regards to parent involvement. Based on that reflection, changes or adjustments are made. Parent satisfaction surveys and parent interactions give us the data to reflect on, along with educator input. Activities available for parent involvement throughout the year are informed in our Parent Activities Calendar and/or Parent Culture Calendars. School leaders make efforts to make different types of events available throughout the year. From the ongoing ones like, Cafecitos, ELAC meetings, Volunteering Events, Learning Opportunities, Back to School Night, and Parent-Teacher Conferences, to more cultural celebrations like Plazas, Carnivals, community events, etc. Similarly, Voices is always seeking to find new ways to make the parent experience at our schools more valuable. We understand that having parents as partners is the only way to guarantee long lasting student success.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with 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.

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 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	0.00%	0.00%	0.00%	4.82%	6.02%	0.00%	3.17%	3.60%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.05%	0.00%	0.07%	0.08%	0.00%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

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

School Safety Plan (School Year 2024–25)

Voices College-Bound Language Academy at Stockton is committed to its comprehensive safety plan to ensure the safety of all students and staff. The Board approved the 2024-25 safety plan on October 2024. Voices afty plan includes detailed descriptions of the procedures for campus safety. School Administrators reviewed the safety protocols with all staff in August 2024. School leaders, teachers, and staff review and practice emergency drills and student safety, basic first aid, and classroom safety.

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

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

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

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$23846.00	$6781.00	$17065.00	$72733.00
District	N/A	N/A	--	$82285.00
Percent Difference – School Site and District	N/A	N/A	--	9552.00%
State	N/A	N/A	$10770.62	$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

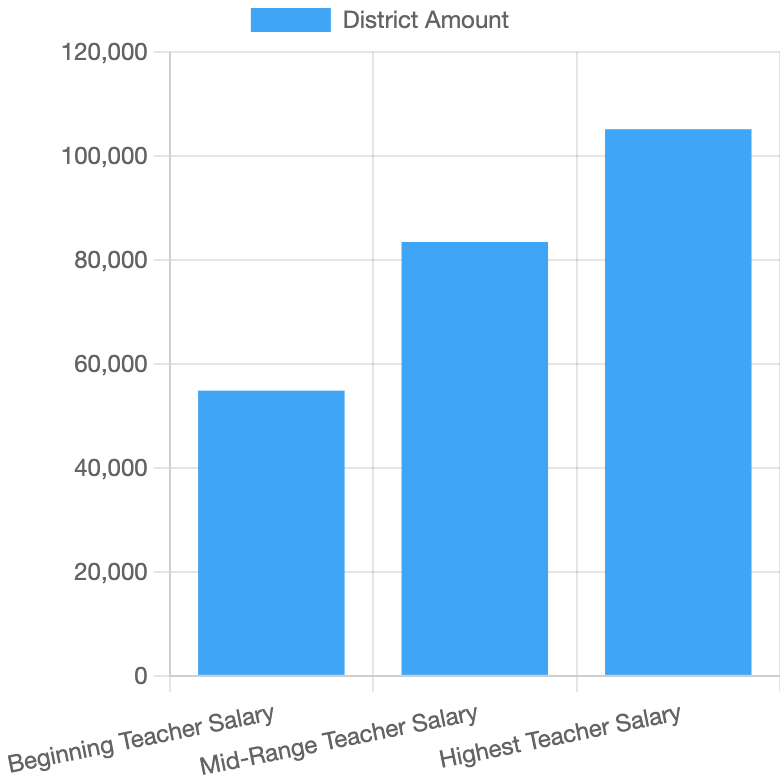
Types of Services Funded (Fiscal Year 2023–24)

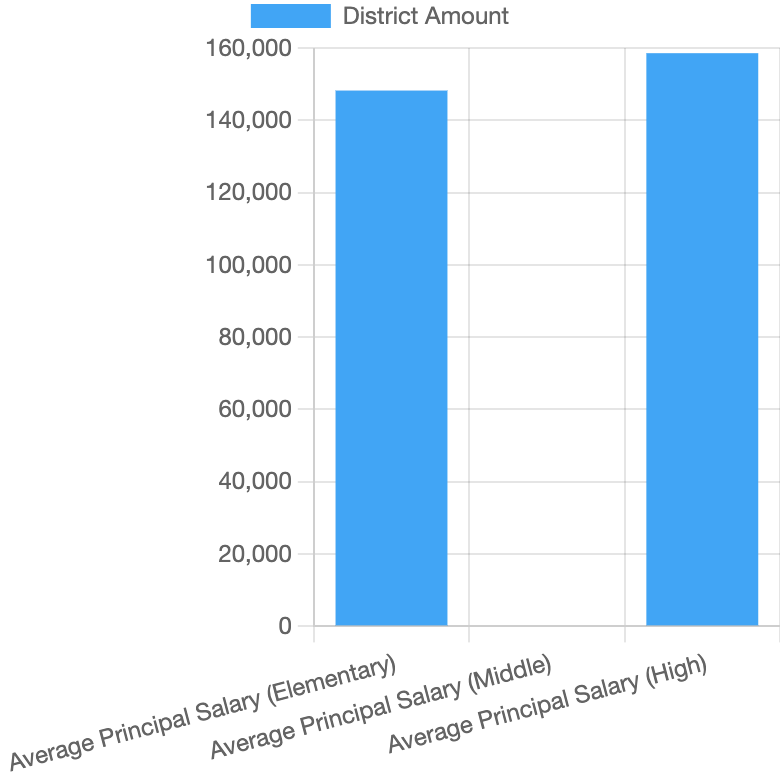
Voices College-Bound Language Academy at Stockton offers a comprehensive range of programs and services aimed at supporting and assisting students. The school implements a dual-immersion model to facilitate language learning, especially for English Language Learners, while providing academic interventions and supplemental materials to boost student achievement. An effective after-school program and summer school options extend learning opportunities beyond regular hours. For students with disabilities, a dedicated Student Services Manager ensures a robust Multi-Tiered System of Supports (MTSS). The academy also prioritizes technology resources to enhance learning and employs associate teachers to provide direct support to those in need. Additionally, the school offers enrichment activities to bolster student engagement and well-being, maintains small class sizes for more individualized attention, and utilizes adaptive intervention programs to further support learning. Collectively, these initiatives aim to promote student achievement, engagement, and overall well-being within the school community.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$54862.00	$56572.74
Mid-Range Teacher Salary	$83465.00	$87185.69
Highest Teacher Salary	$105145.00	$119664.66
Average Principal Salary (Elementary)	$148228.00	$148486.09
Average Principal Salary (Middle)	$0.00	$154835.19
Average Principal Salary (High)	$158566.00	$170007.96
Superintendent Salary	$295000.00	$338699.13
Percent of Budget for Teacher Salaries	0.26%	31.41%
Percent of Budget for Administrative Salaries	0.05%	4.86%

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





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	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	105	85	102

Academia de idiomas Voices College-Bound en el condado de West Contra Costa

Informe de rendición de cuentas de la escuela 2023-24

Informe elaborado con datos del año escolar 2023-24

Departamento de Educación de California

DIRECCIÓN:	Calle 28 201, Richmond, CA, 94804-2522	**Principal:**	Keri Szymanski
Teléfono:	(408) 791-1609	**Rango de grados:**	TK-8

Cada año, antes del 1 de febrero, todas las escuelas de California deben publicar, según la ley estatal, un Informe de Responsabilidad Escolar (SARC, por sus siglas en inglés). 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, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Control y Responsabilidad Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir con los objetivos anuales específicos de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser coherentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a los 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 el LCFF o el LCAP, consulte la página web del LCFF del CDE 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 DataQuest del CDE en https://dq.cde.ca.gov/dataquest/ que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de pruebas, inscripción, graduados de la escuela secundaria, deserción escolar, inscripción en cursos, dotación de personal y datos sobre estudiantes de inglés).

Panel de control de las escuelas de California

El Panel de Control de Escuelas de California (Dashboard) https://www.caschooldashboard.org/ refleja el nuevo sistema de rendición de cuentas y mejora continua de California y brinda información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel de Control 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 mejoras.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Keri Szymanski

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

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About Our School

As we embark on the 2024-25 school year 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.

In the 2024-25 school year we continue to strengthen our academic and culture systems so that we can bring the student results our students and families need. We motto this year is to "Soar", which includes pushing ourselves and our students to the highest standards both in academics and in culture. We are excited to see all the gains we will make this year!

Contact

Voices College-Bound Language Academy at West Contra Costa County
201 28th St.
Richmond, CA 94804-2522

Phone: (408) 791-1609
Email: kszymanski@voicescharterschool.com

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

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 2024–25)

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	(408) 791-1609
Principal	Keri Szymanski
Email Address	kszymanski@voicescharterschool.com
Website	www.voicesacademies.org
Grade Span	TK-8
County-District-School (CDS) Code	07617960136903

School Description and Mission Statement (School Year 2024–25)

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.

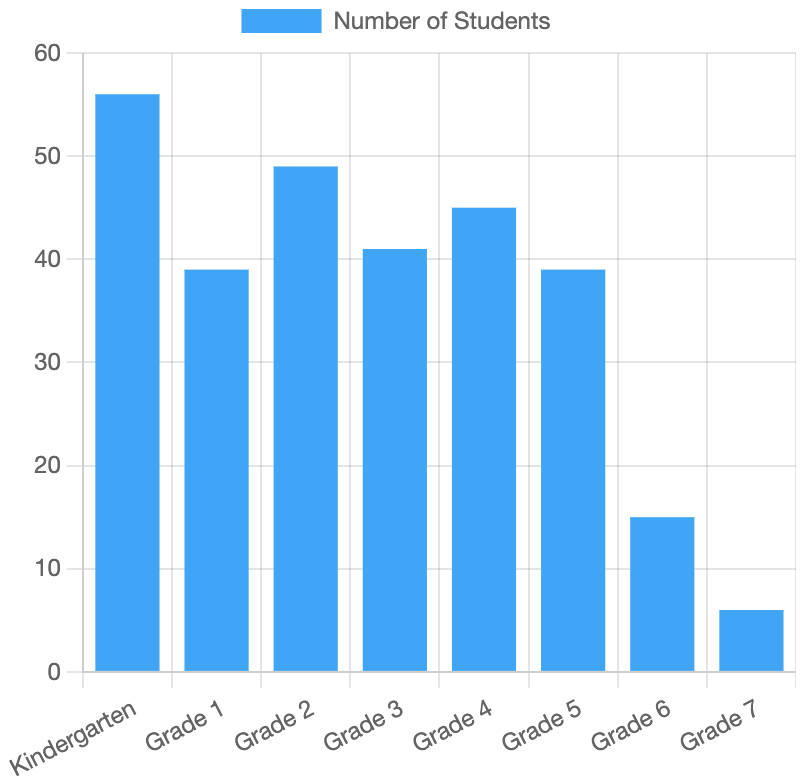
Mission:
Voices College-Bound Language Academy at West Contra Costa will prepare all students for the challenges of higher education through the context of an academically rigorous dual language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking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

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	56
Grade 1	39
Grade 2	49
Grade 3	41
Grade 4	45
Grade 5	39
Grade 6	15
Grade 7	6
Total Enrollment	290



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	45.20%
Male	54.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	0.30%
Filipino	0.70%
Hispanic or Latino	97.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	59.00%
Foster Youth	0.00%
Homeless	0.30%
Migrant	0.00%
Socioeconomically Disavantaged	82.40%
Students with Disabilities	16.60%

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.

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.

Teacher Preparation and Placement (School Year 2022–23)

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	14.29%	1081.70	75.48%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	45.20	3.16%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	7.14%	155.30	10.84%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	56.40	3.94%	11746.90	4.23%
Unknown/Incomplete/NA	5.50	78.57%	94.30	6.58%	14303.80	5.15%
Total Teaching Positions	7.00	100.00%	1433.20	100.00%	277698	100%

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

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	1.00	4.30	0
Misassignments	3.00	6.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	4.00	10.30	0.5

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	44.40%	63.6%	28.5%
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%	57.1%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Caminos Amplify, 2024 EL Education, 2018 EL Achieve, 2018 Navigator Literature, 2021 Frog Street (TK), 2024	0
Mathematics	Eureka Math, 2018 Frog Street (TK), 2024	0
Science	SAVAAS Elevate, 2022TCI History Alive, 2022	0
History-Social Science	TCI History Alive, 2022	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	0

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

School Facility Conditions and Planned Improvements

The overall facility rating is good. The repairs identified during the facility inspection are not just a one-time effort; they're part of our ongoing commitment to maintaining a safe and efficient environment. We're dedicated to continually enhancing our facilities! Voices College-Bound Language Academies at West Contra Costa makes every effort to ensure all schools are clean, safe, and functional. We utilized our facilities audit report from the Williams Review to assist in this effort. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded in a timely manner. School facilities are upgraded whenever possible to support and maintain a safe, clean, and secure campus. Sufficient classrooms, offices, playgrounds, staff spaces, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensures 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.

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 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Aged carpet, ceiling tile stains, floor tiles broken or missing. The carpet was replaced with flooring, ceiling tiles were replaced, and floor tiles will be repaired during the Spring break.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Two light ceiling panels were out, and the light bulbs were replaced. An extension cord and surge protector were daisy-chained. To repair the out-of-compliance, the extension cord was removed, and power strips and surge protectors were connected directly to wall outlets. Installed additional permanent outlets.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	Menstrual products were not readily available. Installed feminine hygiene menstrual product dispenser in the girls' bathroom.
Safety: Fire Safety, Hazardous Materials	Fair	The fire extinguisher tags were not up to date. The fire extinguishers were inspected, and new, updated tags were applied.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Dry rot on the window frame. A section of the window frame is missing. Repairs are planned for the Spring break of 2025.

Overall Facility Rate

Year and month of the most recent FIT report: July 2024

Overall Rating	Good

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	28%	21%	32%	33%	46%	47%
Mathematics (grades 3-8 and 11)	24%	15%	22%	23%	34%	35%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	147	144	97.96%	2.04%	22.69%
Female	56	54	96.43%	3.57%	28.89%
Male	91	90	98.90%	1.10%	18.92%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	141	138	97.87%	2.13%	21.05%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	82	80	97.56%	2.44%	9.68%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	122	119	97.54%	2.46%	21.78%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	28	28	100.00%	0.00%	50.00%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	147	145	98.64%	1.36%	15.83%
Female	56	55	98.21%	1.79%	8.70%
Male	91	90	98.90%	1.10%	20.27%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	141	139	98.58%	1.42%	15.65%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	82	81	98.78%	1.22%	9.52%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	122	120	98.36%	1.64%	15.69%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	28	28	100.00%	0.00%	25.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	6.67%	24.24%	20.56%	20.89%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	40	97.56%	2.44%	24.24%
Female	16	16	100.00%	0.00%	15.38%
Male	25	24	96.00%	4.00%	30.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	39	38	97.44%	2.56%	25.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	22	22	100.00%	0.00%	5.88%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	32	31	96.88%	3.12%	29.63%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with 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.

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 2023–24)
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	88%	88%	97%	78%	100%
7	100%	100%	83%	83%	100%

Note: The admistration of the PFT requires only participation results 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.

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 2024–25)

There are many opportunities for parents to become involved in their children's education at Voices College-Bound Language Academies. First of all, Voices has a comprehensive approach to building culture. At the heart of the culture work is trust. We understand that without building environments where trust is continuously fostered, there can be no transformative teaching and learning. All Voices team members are continuously making efforts to build trusting environments with colleagues, students, and parents. With this in mind, school leaders have a strategic approach to parent involvement. It starts with a summer reflection of what worked and what did not work in regards to parent involvement. Based on that reflection, changes or adjustments are made. Parent satisfaction surveys and parent interactions give us the data to reflect on, along with educator input. Activities available for parent involvement throughout the year are informed in our Parent Activities Calendar and/or Parent Culture Calendars. School leaders make efforts to make different types of events available throughout the year. From the ongoing ones like, Cafecitos, ELAC meetings, Volunteering Events, Learning Opportunities, Back to School Night, and Parent-Teacher Conferences, to more cultural celebrations like Plazas, Carnivals, community events, etc. Similarly, Voices is always seeking to find new ways to make the parent experience at our schools more valuable. We understand that having parents as partners is the only way to guarantee long lasting student success.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with 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.

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 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	1.25%	0.00%	0.00%	3.97%	4.81%	0.00%	3.17%	3.60%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.04%	0.02%	0.00%	0.07%	0.08%	0.00%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

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

School Safety Plan (School Year 2024–25)

Voices College-Bound Language Academy at West Contra Costa is committed to its comprehensive safety plan to ensure the safety of all students and staff. The Board approved the 2024-25 safety plan on October 25, 2024. Voices afty plan includes detailed descriptions of the procedures for campus safety. School Administrators reviewed the safety protocols with all staff in August 2024. School leaders, teachers, and staff review and practice emergency drills and student safety, basic first aid, and classroom safety.

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

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

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

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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.
** "Other" category is for all other student support services staff positions not listed.

Gastos por alumno y sueldos de los docentes de las escuelas (año fiscal 2022-23)

Nivel	Gastos totales por alumno	Gastos por alumno (restringidos)	Gastos por alumno (sin restricciones)	Salario promedio de los docentes
Sitio de la escuela	$19586.00	$9540.00	$10046.00	$73967.00
Distrito	N / A	N / A	--	$84356.00
Diferencia porcentual: escuela y distrito	N / A	N / A	--	10389.00%
Estado	N / A	N / A	$10770.62	$94625.00
Diferencia porcentual: escuela y estado	N / A	N / A	--	--

Nota: Las celdas con valores N/A no requieren datos.

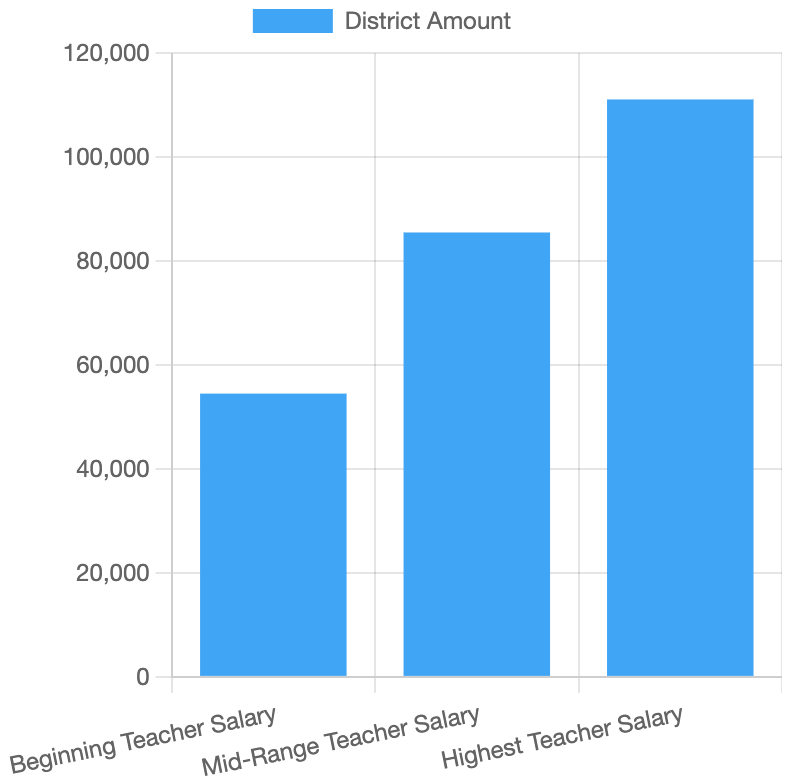
Tipos de servicios financiados (año fiscal 2023-24)

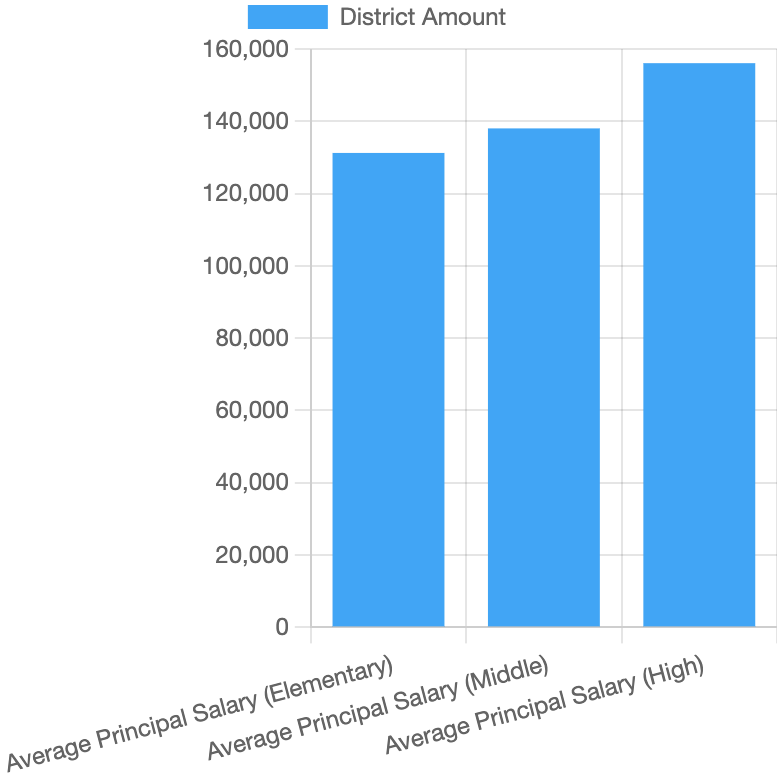
Voices College-Bound Language Academy en West Contra Costa ofrece una variedad de programas y servicios destinados a apoyar y ayudar a los estudiantes. La escuela emplea un modelo de inmersión en dos idiomas para fomentar el aprendizaje del idioma, en particular para los estudiantes de inglés, y ofrece intervenciones académicas junto con materiales complementarios. Hay oportunidades de aprendizaje adicionales disponibles a través de programas extracurriculares y la escuela de verano. Con un enfoque en la inclusión, el gerente de servicios estudiantiles supervisa un sólido sistema de apoyo de múltiples niveles (MTSS) para los estudiantes que requieren asistencia de educación especial. La escuela mejora el aprendizaje a través de recursos tecnológicos y mantiene clases de tamaño reducido para garantizar una atención personalizada. Además, los maestros asociados ofrecen apoyo directo a los estudiantes identificados, mientras que las actividades de enriquecimiento y los programas de intervención adaptativa atienden las necesidades individuales. El apoyo a los estudiantes de inglés también se prioriza, ofreciendo capacitación en desarrollo del idioma inglés (ELD) tanto designada como integrada. En general, estas iniciativas promueven el logro, la participación y el bienestar de los estudiantes dentro de la comunidad escolar.

Salarios de docentes y personal administrativo (año fiscal 2022-23)

Categoría	Monto del distrito	Promedio estatal para distritos en la misma categoría
Salario de un maestro principiante	$54486.00	$56572.74
Salario de docente de rango medio	$85479.00	$87185.69
Salario docente más alto	$111065.00	$119664.66
Salario promedio de director de escuela primaria	$131244.00	$148486.09
Salario promedio del director (medio)	$138034.00	$154835.19
Salario promedio del director (alto)	$156078.00	$170007.96
Salario del superintendente	$280908.00	$338699.13
Porcentaje del presupuesto destinado a los salarios de los docentes	0,27%	31,41%
Porcentaje del presupuesto destinado a salarios administrativos	0,05%	4,86%

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





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, análisis de unidades de red, sesiones tradicionales de desarrollo profesional escolar y de red. Estos días no incluyen días de planificación facilitada ni días de planificación para docentes.

Medida	2022–23	2023–24	2024–25
Número de días escolares dedicados al Desarrollo del Personal y la Mejora Continua	105	107	102

Voices College-Bound Language Academy at West Contra Costa County

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	201 28th St. Richmond, CA , 94804-2522	**Principal:**	Keri Szymanski
Phone:	(408) 791-1609	**Grade Span:**	TK-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Keri Szymanski

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

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About Our School

As we embark on the 2024-25 school year 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.

In the 2024-25 school year we continue to strengthen our academic and culture systems so that we can bring the student results our students and families need. We motto this year is to "Soar", which includes pushing ourselves and our students to the highest standards both in academics and in culture. We are excited to see all the gains we will make this year!

Contact

Voices College-Bound Language Academy at West Contra Costa County
201 28th St.
Richmond, CA 94804-2522

Phone: (408) 791-1609
Email: kszymanski@voicescharterschool.com

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

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 2024–25)

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	(408) 791-1609
Principal	Keri Szymanski
Email Address	kszymanski@voicescharterschool.com
Website	www.voicesacademies.org
Grade Span	TK-8
County-District-School (CDS) Code	07617960136903

School Description and Mission Statement (School Year 2024–25)

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.

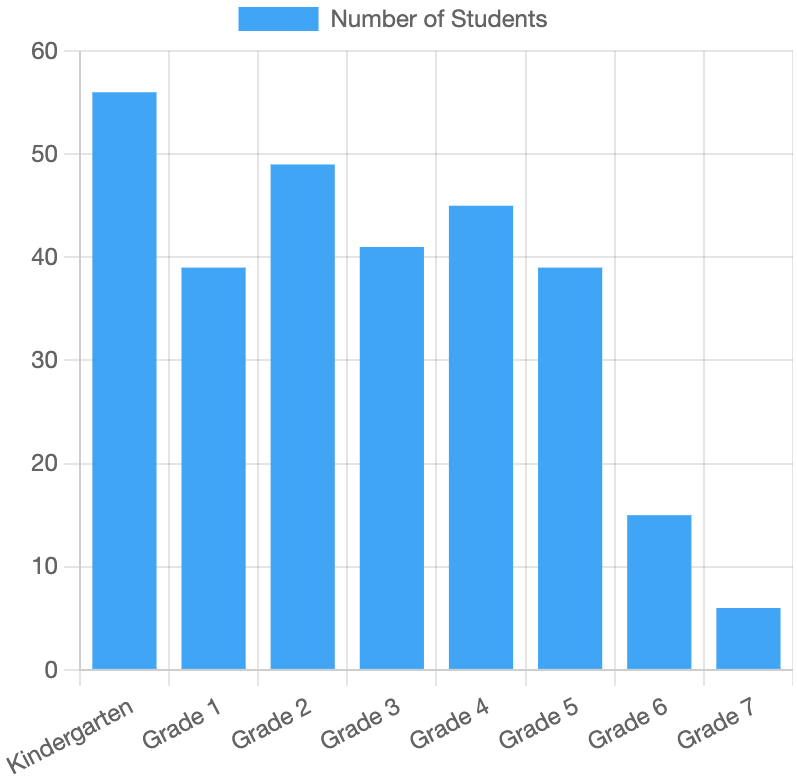
Mission:
Voices College-Bound Language Academy at West Contra Costa will prepare all students for the challenges of higher education through the context of an academically rigorous dual language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking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

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	56
Grade 1	39
Grade 2	49
Grade 3	41
Grade 4	45
Grade 5	39
Grade 6	15
Grade 7	6
Total Enrollment	290



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	45.20%
Male	54.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.00%
Black or African American	0.30%
Filipino	0.70%
Hispanic or Latino	97.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	59.00%
Foster Youth	0.00%
Homeless	0.30%
Migrant	0.00%
Socioeconomically Disavantaged	82.40%
Students with Disabilities	16.60%

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.

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.

Teacher Preparation and Placement (School Year 2022–23)

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	14.29%	1081.70	75.48%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	45.20	3.16%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	7.14%	155.30	10.84%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	56.40	3.94%	11746.90	4.23%
Unknown/Incomplete/NA	5.50	78.57%	94.30	6.58%	14303.80	5.15%
Total Teaching Positions	7.00	100.00%	1433.20	100.00%	277698	100%

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

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	1.00	4.30	0
Misassignments	3.00	6.00	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	4.00	10.30	0.5

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	44.40%	63.6%	28.5%
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%	57.1%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Caminos Amplify, 2024 EL Education, 2018 EL Achieve, 2018 Navigator Literature, 2021 Frog Street (TK), 2024	0
Mathematics	Eureka Math, 2018 Frog Street (TK), 2024	0
Science	SAVAAS Elevate, 2022TCI History Alive, 2022	0
History-Social Science	TCI History Alive, 2022	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	0

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

School Facility Conditions and Planned Improvements

The overall facility rating is good. The repairs identified during the facility inspection are not just a one-time effort; they're part of our ongoing commitment to maintaining a safe and efficient environment. We're dedicated to continually enhancing our facilities! Voices College-Bound Language Academies at West Contra Costa makes every effort to ensure all schools are clean, safe, and functional. We utilized our facilities audit report from the Williams Review to assist in this effort. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded in a timely manner. School facilities are upgraded whenever possible to support and maintain a safe, clean, and secure campus. Sufficient classrooms, offices, playgrounds, staff spaces, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensures 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.

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 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Aged carpet, ceiling tile stains, floor tiles broken or missing. The carpet was replaced with flooring, ceiling tiles were replaced, and floor tiles will be repaired during the Spring break.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Fair	Two light ceiling panels were out, and the light bulbs were replaced. An extension cord and surge protector were daisy-chained. To repair the out-of-compliance, the extension cord was removed, and power strips and surge protectors were connected directly to wall outlets. Installed additional permanent outlets.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	Menstrual products were not readily available. Installed feminine hygiene menstrual product dispenser in the girls' bathroom.
Safety: Fire Safety, Hazardous Materials	Fair	The fire extinguisher tags were not up to date. The fire extinguishers were inspected, and new, updated tags were applied.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Dry rot on the window frame. A section of the window frame is missing. Repairs are planned for the Spring break of 2025.

Overall Facility Rate

Year and month of the most recent FIT report: July 2024

Overall Rating	Good

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	28%	21%	32%	33%	46%	47%
Mathematics (grades 3-8 and 11)	24%	15%	22%	23%	34%	35%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	147	144	97.96%	2.04%	22.69%
Female	56	54	96.43%	3.57%	28.89%
Male	91	90	98.90%	1.10%	18.92%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	141	138	97.87%	2.13%	21.05%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	82	80	97.56%	2.44%	9.68%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	122	119	97.54%	2.46%	21.78%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	28	28	100.00%	0.00%	50.00%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	147	145	98.64%	1.36%	15.83%
Female	56	55	98.21%	1.79%	8.70%
Male	91	90	98.90%	1.10%	20.27%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	141	139	98.58%	1.42%	15.65%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	82	81	98.78%	1.22%	9.52%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	122	120	98.36%	1.64%	15.69%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	28	28	100.00%	0.00%	25.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	6.67%	24.24%	20.56%	20.89%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group

Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	41	40	97.56%	2.44%	24.24%
Female	16	16	100.00%	0.00%	15.38%
Male	25	24	96.00%	4.00%	30.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	39	38	97.44%	2.56%	25.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	22	22	100.00%	0.00%	5.88%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	32	31	96.88%	3.12%	29.63%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with 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.

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 2023–24)
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	88%	88%	97%	78%	100%
7	100%	100%	83%	83%	100%

Note: The admistration of the PFT requires only participation results 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.

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 2024–25)

There are many opportunities for parents to become involved in their children's education at Voices College-Bound Language Academies. First of all, Voices has a comprehensive approach to building culture. At the heart of the culture work is trust. We understand that without building environments where trust is continuously fostered, there can be no transformative teaching and learning. All Voices team members are continuously making efforts to build trusting environments with colleagues, students, and parents. With this in mind, school leaders have a strategic approach to parent involvement. It starts with a summer reflection of what worked and what did not work in regards to parent involvement. Based on that reflection, changes or adjustments are made. Parent satisfaction surveys and parent interactions give us the data to reflect on, along with educator input. Activities available for parent involvement throughout the year are informed in our Parent Activities Calendar and/or Parent Culture Calendars. School leaders make efforts to make different types of events available throughout the year. From the ongoing ones like, Cafecitos, ELAC meetings, Volunteering Events, Learning Opportunities, Back to School Night, and Parent-Teacher Conferences, to more cultural celebrations like Plazas, Carnivals, community events, etc. Similarly, Voices is always seeking to find new ways to make the parent experience at our schools more valuable. We understand that having parents as partners is the only way to guarantee long lasting student success.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with 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.

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 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	1.25%	0.00%	0.00%	3.97%	4.81%	0.00%	3.17%	3.60%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.04%	0.02%	0.00%	0.07%	0.08%	0.00%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

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

School Safety Plan (School Year 2024–25)

Voices College-Bound Language Academy at West Contra Costa is committed to its comprehensive safety plan to ensure the safety of all students and staff. The Board approved the 2024-25 safety plan on October 25, 2024. Voices afty plan includes detailed descriptions of the procedures for campus safety. School Administrators reviewed the safety protocols with all staff in August 2024. School leaders, teachers, and staff review and practice emergency drills and student safety, basic first aid, and classroom safety.

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

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

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

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19586.00	$9540.00	$10046.00	$73967.00
District	N/A	N/A	--	$84356.00
Percent Difference – School Site and District	N/A	N/A	--	10389.00%
State	N/A	N/A	$10770.62	$94625.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

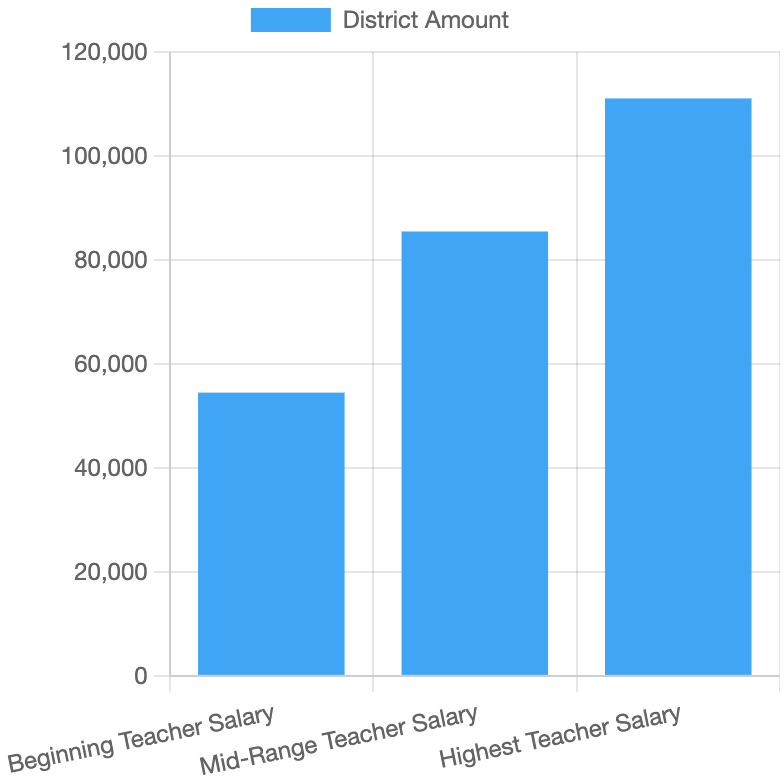
Types of Services Funded (Fiscal Year 2023–24)

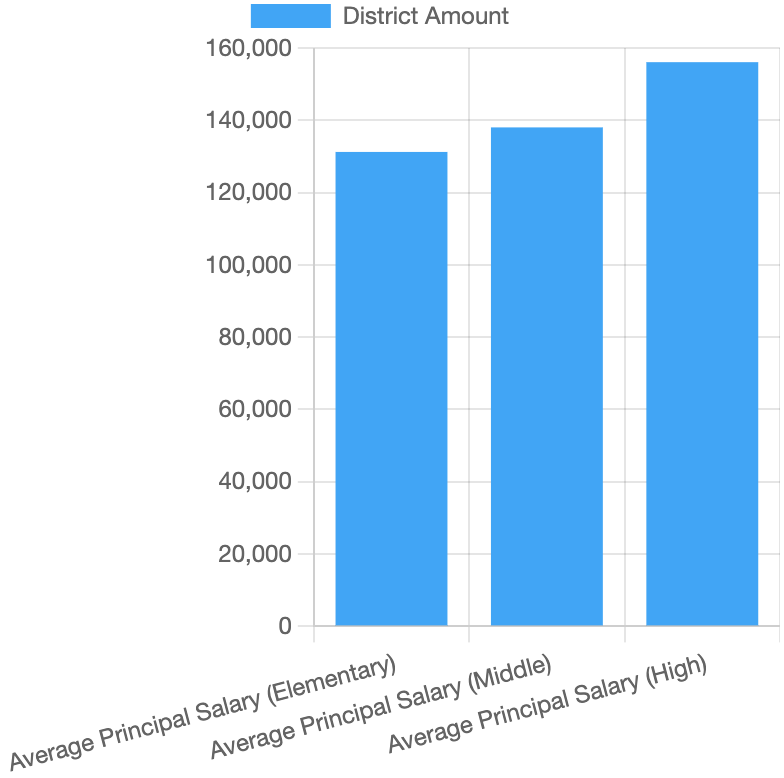
Voices College-Bound Language Academy at West Contra Costa offers a variety of programs and services aimed at supporting and assisting students. The school employs a dual-language immersion model to foster language learning, particularly for English Language Learners, and provides academic interventions alongside supplemental materials. Additional learning opportunities are available through after-school programs and summer school. With a focus on inclusivity, the Student Services Manager oversees a robust Multi-Tiered System of Supports (MTSS) for students requiring special education assistance. The school enhances learning through technology resources and maintains small class sizes to ensure personalized attention. Furthermore, associate teachers offer direct support to identified students, while enrichment activities and adaptive intervention programs cater to individual needs. English Learner support is also prioritized, offering both designated and integrated English Language Development (ELD) training. Overall, these initiatives promote student achievement, engagement, and well-being within the school community.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$54486.00	$56572.74
Mid-Range Teacher Salary	$85479.00	$87185.69
Highest Teacher Salary	$111065.00	$119664.66
Average Principal Salary (Elementary)	$131244.00	$148486.09
Average Principal Salary (Middle)	$138034.00	$154835.19
Average Principal Salary (High)	$156078.00	$170007.96
Superintendent Salary	$280908.00	$338699.13
Percent of Budget for Teacher Salaries	0.27%	31.41%
Percent of Budget for Administrative Salaries	0.05%	4.86%

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





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	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	105	107	102

Voices College-Bound Language Academy at Mt. Pleasant

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	14271 Story Rd. San Jose, CA , 95127-3823	**Principal:**	Mari de Gutierrez
Phone:	(408) 791-1609	**Grade Span:**	TK-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Mari de Gutierrez

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

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About Our School

At Voices Academy Mount Pleasant, we embark on our 11th 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. This year, we embrace numerous opportunities for personal and collective development through professional development, coursework, and on-site workshops. Informed by a thorough analysis of our latest student assessment results, our data-driven approach ensures that we tailor our teaching methods to meet the diverse needs of our students, fostering an environment where every individual can thrive. 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.

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 2024-25, we are excited about the continued growth we will make. 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) 791-1609
Email: mdegutierrez@voicescharterschool.com

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Superintendent	Hinman, Charles
Email Address	chinman@sccoe.org
Website	www.sccoe.org

School Contact Information (School Year 2024–25)

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) 791-1609
Principal	Mari de Gutierrez
Email Address	mdegutierrez@voiceschartersch ool.com
Website	https://voicesacademies.org
Grade Span	TK-8
County-District-School (CDS) Code	43104390132530

School Description and Mission Statement (School Year 2024–25)

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 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.

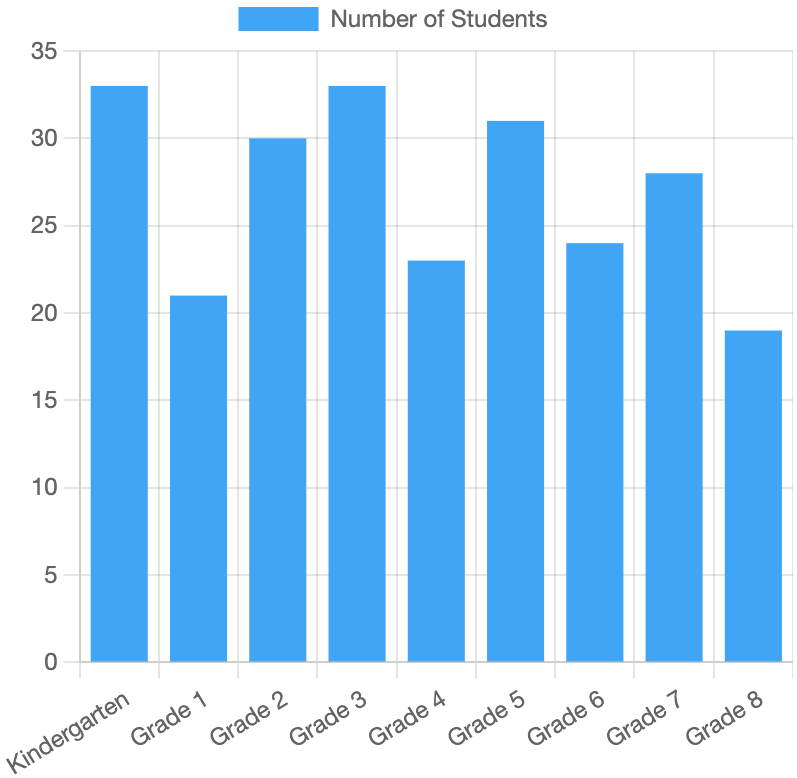
Vision:
Our vision is for every graduate of Voices College-Bound Language Academy at Mount Pleasant to emerge with the knowledge, skills, and confidence to excel in any chosen career path. Mastery of academic standards and a profound understanding of the subject matter will be the cornerstone of their 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.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	33
Grade 1	21
Grade 2	30
Grade 3	33
Grade 4	23
Grade 5	31
Grade 6	24
Grade 7	28
Grade 8	19
Total Enrollment	242



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	46.70%
Male	53.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	0.40%
Filipino	0.00%
Hispanic or Latino	97.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.40%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	62.80%
Foster Youth	0.00%
Homeless	1.70%
Migrant	0.00%
Socioeconomically Disavantaged	78.10%
Students with Disabilities	8.30%

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.

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.

Teacher Preparation and Placement (School Year 2022–23)

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%	327.30	57.00%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	46.30	8.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.00	77.78%	98.60	17.18%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	11.11%	37.80	6.59%	11746.90	4.23%
Unknown/Incomplete/NA	1.00	11.11%	64.10	11.16%	14303.80	5.15%
Total Teaching Positions	9.00	100.00%	574.30	100.00%	277698	100%

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

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	5.00	5.90	5
Misassignments	0.00	4.90	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	5.00	10.90	7

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	1

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	43.4%	50%
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%	26.9%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Caminos Amplify, 2024 EL Education, 2018 EL Achieve, 2015 Navigator Literature, 2018 Frog Street (TK), 2024	0
Mathematics	Eureka Math, 2016 Frog Street (TK), 2024	0
Science	SAVAAS Elevate, 2022	0
History-Social Science	TCI History Alive, 2021	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	0

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

School Facility Conditions and Planned Improvements

The overall facility rating is fair. The repairs identified during the facility inspection are not just a one-time effort; they're part of our ongoing commitment to maintaining a safe and efficient environment. We're dedicated to continually enhancing our facilities! Voices College-Bound Language Academies at Mt. Pleasant makes every effort to ensure all schools are clean, safe, and functional. We utilized our facilities audit report from the Williams Review to assist in this effort. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded in a timely manner. School facilities are upgraded whenever possible to support and maintain a safe, clean, and secure campus. Sufficient classrooms, offices, playgrounds, staff spaces, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensures 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.

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 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	There is aged and dirty carpet and damaged ceiling tiles. The carpet was washed, but the plan is to replace or change the flooring. Ceiling tiles were replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Four lights were out. One light cover was damaged, and another was missing. An extension cord was plugged into the power strip. Two light fixtures did not work. One outlet was loose, and there were exposed internet wires. Multiple extension cords were being used. Repairs have been made to the lights, fixtures, and outlets. More repairs for managing the wires are planned for the Spring break of 2025.
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	Window blinds were removed. Removed broken window blinds.

Overall Facility Rate

Year and month of the most recent FIT report: September 2024

Overall Rating	Fair

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	18%	12%	47%	47%	46%	47%
Mathematics (grades 3-8 and 11)	14%	8%	43%	43%	34%	35%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	140	130	92.86%	7.14%	11.72%
Female	65	60	92.31%	7.69%	10.34%
Male	75	70	93.33%	6.67%	12.86%
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	139	129	92.81%	7.19%	11.02%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	87	82	94.25%	5.75%	3.75%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	113	108	95.58%	4.42%	11.32%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	16	94.12%	5.88%	0.00%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	140	127	90.71%	9.29%	7.87%
Female	65	59	90.77%	9.23%	5.08%
Male	75	68	90.67%	9.33%	10.29%
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	139	126	90.65%	9.35%	7.94%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	87	79	90.80%	9.20%	3.80%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	113	104	92.04%	7.96%	7.69%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	14	82.35%	17.65%	14.29%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	4.44%	4.88%	10.00%	0.00%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	41	91.11%	8.89%	4.88%
Female	18	16	88.89%	11.11%	0.00%
Male	27	25	92.59%	7.41%	8.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	45	41	91.11%	8.89%	4.88%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	26	24	92.31%	7.69%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	33	31	93.94%	6.06%	6.45%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with 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.

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 2023–24)
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	89%	89%	89%	82%	89%
7	85%	73%	86%	73%	86%

Note: The admistration of the PFT requires only participation results 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.

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 2024–25)

There are many opportunities for parents to become involved in their children's education at Voices College-Bound Language Academies. First of all, Voices has a comprehensive approach to building culture. At the heart of the culture work is trust. We understand that without building environments where trust is continuously fostered, there can be no transformative teaching and learning. All Voices team members are continuously making efforts to build trusting environments with colleagues, students, and parents. With this in mind, school leaders have a strategic approach to parent involvement. It starts with a summer reflection of what worked and what did not work in regards to parent involvement. Based on that reflection, changes or adjustments are made. Parent satisfaction surveys and parent interactions give us the data to reflect on, along with educator input. Activities available for parent involvement throughout the year are informed in our Parent Activities Calendar and/or Parent Culture Calendars. School leaders make efforts to make different types of events available throughout the year. From the ongoing ones like, Cafecitos, ELAC meetings, Volunteering Events, Learning Opportunities, Back to School Night, and Parent-Teacher Conferences, to more cultural celebrations like Plazas, Carnivals, community events, etc. Similarly, Voices is always seeking to find new ways to make the parent experience at our schools more valuable. We understand that having parents as partners is the only way to guarantee long lasting student success.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with 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.

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 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	2.20%	0.63%	0.00%	0.94%	1.31%	0.00%	3.17%	3.60%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%	0.08%	0.00%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

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

School Safety Plan (School Year 2024–25)

Voices College-Bound Language Academy at Mt. Pleasant is committed to its comprehensive safety plan to ensure the safety of all students and staff. The Board approved the 2024-25 safety plan on October 25, 2024. Voices afty plan includes detailed descriptions of the procedures for campus safety. School Administrators reviewed the safety protocols with all staff in August 2024. School leaders, teachers, and staff review and practice emergency drills and student safety, basic first aid, and classroom safety.

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

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

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

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

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

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19628.00	$10698.00	$8930.00	$70783.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$10770.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

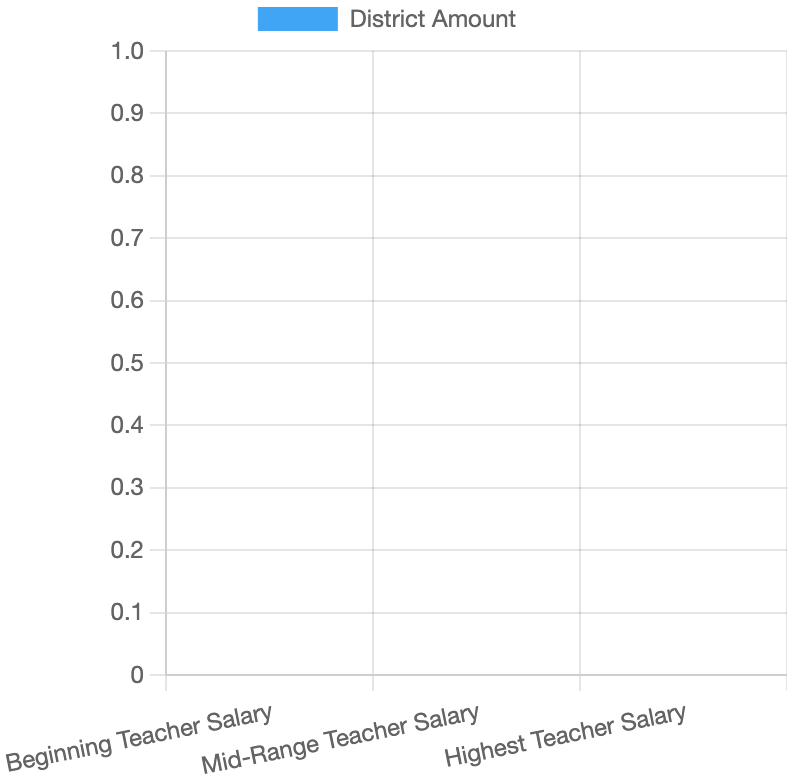
Types of Services Funded (Fiscal Year 2023–24)

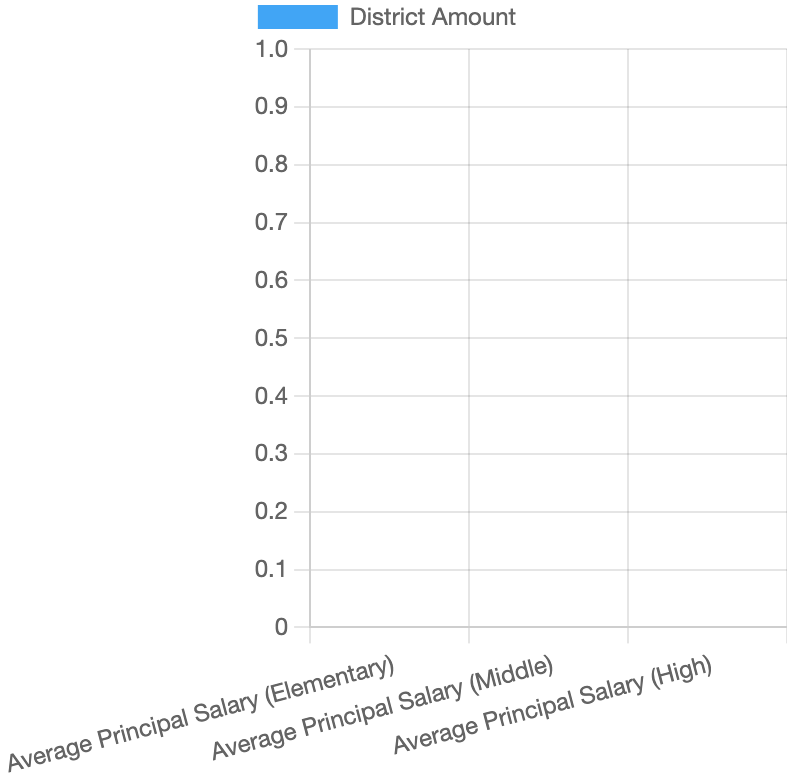
Voices College-Bound Language Academy at Mt. Pleasant offers a range of programs and services aimed at supporting and assisting students, particularly English Language Learners. The school utilizes a dual-immersion model and a Multi-Tiered System of Support (MTSS) to provide targeted support based on individual student needs, while maintaining smaller class sizes for more personalized attention. Associate teachers offer additional academic assistance, complemented by various intervention programs such as after-school activities and summer school to help students maintain and enhance their skills. Technology plays a key role at the academy, with adaptive intervention programs and a strong infrastructure supporting digital learning. Professional development for teachers, including training in Systematic ELD and SIOP (Sheltered Instruction Observation Protocol), ensures they are well-equipped to support English Learners. Furthermore, the school has a dedicated Student Services Manager overseeing special education services, while utilizing benchmark assessments like ANET, MAP, and LAS Links to monitor progress and guide instruction. Overall, these comprehensive services are designed to improve academic achievement and promote equitable access to education for all students.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

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

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





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	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	135	107	102

Academia de idiomas Voices College-Bound en Mt. Pleasant

Informe de rendición de cuentas de la escuela 2023-24

Informe elaborado con datos del año escolar 2023-24

Departamento de Educación de California

DIRECCIÓN:	14271 Story Rd. San José, CA, 95127-3823	**Principal:**	Mari de Gutiérrez
Teléfono:	(408) 791-1609	**Rango de grados:**	TK-8

Cada año, antes del 1 de febrero, todas las escuelas de California deben publicar, según la ley estatal, un Informe de Responsabilidad Escolar (SARC, por sus siglas en inglés). 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, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Control y Responsabilidad Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir con los objetivos anuales específicos de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser coherentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a los 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 el LCFF o el LCAP, consulte la página web del LCFF del CDE 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 DataQuest del CDE en https://dq.cde.ca.gov/dataquest/ que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de pruebas, inscripción, graduados de la escuela secundaria, deserción escolar, inscripción en cursos, dotación de personal y datos sobre estudiantes de inglés).

Panel de control de las escuelas de California

El Panel de Control de Escuelas de California (Dashboard) https://www.caschooldashboard.org/ refleja el nuevo sistema de rendición de cuentas y mejora continua de California y brinda información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel de Control 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 mejoras.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Mari de Gutierrez

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

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About Our School

At Voices Academy Mount Pleasant, we embark on our 11th 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. This year, we embrace numerous opportunities for personal and collective development through professional development, coursework, and on-site workshops. Informed by a thorough analysis of our latest student assessment results, our data-driven approach ensures that we tailor our teaching methods to meet the diverse needs of our students, fostering an environment where every individual can thrive. 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.

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 2024-25, we are excited about the continued growth we will make. 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) 791-1609
Email: mdegutierrez@voicescharterschool.com

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Superintendent	Hinman, Charles
Email Address	chinman@sccoe.org
Website	www.sccoe.org

School Contact Information (School Year 2024–25)

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) 791-1609
Principal	Mari de Gutierrez
Email Address	mdegutierrez@voiceschartersch ool.com
Website	https://voicesacademies.org
Grade Span	TK-8
County-District-School (CDS) Code	43104390132530

School Description and Mission Statement (School Year 2024–25)

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 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.

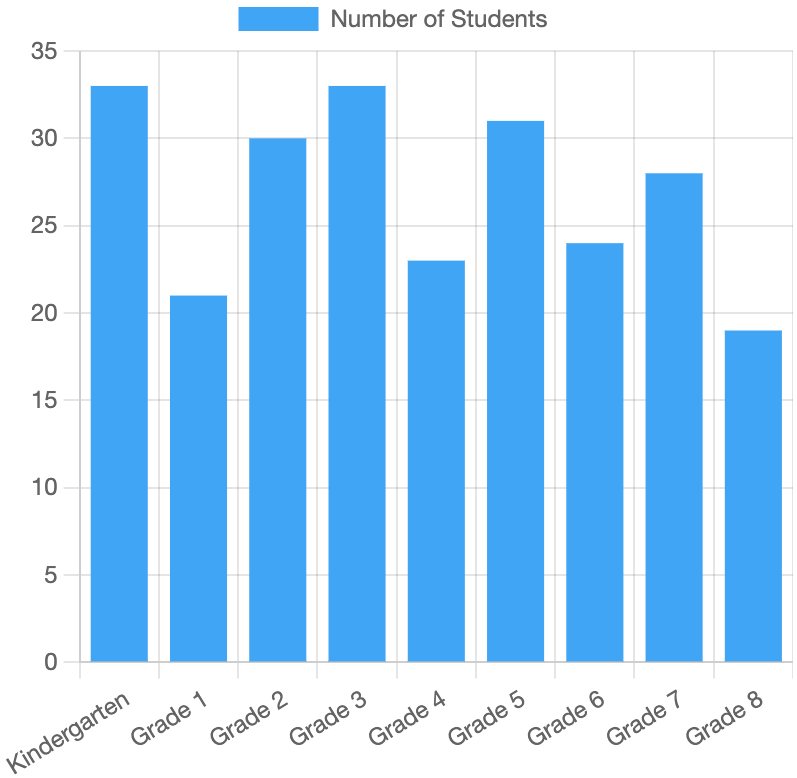
Vision:
Our vision is for every graduate of Voices College-Bound Language Academy at Mount Pleasant to emerge with the knowledge, skills, and confidence to excel in any chosen career path. Mastery of academic standards and a profound understanding of the subject matter will be the cornerstone of their 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.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	33
Grade 1	21
Grade 2	30
Grade 3	33
Grade 4	23
Grade 5	31
Grade 6	24
Grade 7	28
Grade 8	19
Total Enrollment	242



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	46.70%
Male	53.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	0.40%
Filipino	0.00%
Hispanic or Latino	97.90%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.40%
White	0.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	62.80%
Foster Youth	0.00%
Homeless	1.70%
Migrant	0.00%
Socioeconomically Disavantaged	78.10%
Students with Disabilities	8.30%

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.

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.

Teacher Preparation and Placement (School Year 2022–23)

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%	327.30	57.00%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	46.30	8.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.00	77.78%	98.60	17.18%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	11.11%	37.80	6.59%	11746.90	4.23%
Unknown/Incomplete/NA	1.00	11.11%	64.10	11.16%	14303.80	5.15%
Total Teaching Positions	9.00	100.00%	574.30	100.00%	277698	100%

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

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	5.00	5.90	5
Misassignments	0.00	4.90	2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	5.00	10.90	7

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	1

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	43.4%	50%
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%	26.9%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: 2023

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Caminos Amplify, 2024 EL Education, 2018 EL Achieve, 2015 Navigator Literature, 2018 Frog Street (TK), 2024	0
Mathematics	Eureka Math, 2016 Frog Street (TK), 2024	0
Science	SAVAAS Elevate, 2022	0
History-Social Science	TCI History Alive, 2021	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	0

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

School Facility Conditions and Planned Improvements

The overall facility rating is fair. The repairs identified during the facility inspection are not just a one-time effort; they're part of our ongoing commitment to maintaining a safe and efficient environment. We're dedicated to continually enhancing our facilities! Voices College-Bound Language Academies at Mt. Pleasant makes every effort to ensure all schools are clean, safe, and functional. We utilized our facilities audit report from the Williams Review to assist in this effort. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded in a timely manner. School facilities are upgraded whenever possible to support and maintain a safe, clean, and secure campus. Sufficient classrooms, offices, playgrounds, staff spaces, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensures 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.

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 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	There is aged and dirty carpet and damaged ceiling tiles. The carpet was washed, but the plan is to replace or change the flooring. Ceiling tiles were replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Four lights were out. One light cover was damaged, and another was missing. An extension cord was plugged into the power strip. Two light fixtures did not work. One outlet was loose, and there were exposed internet wires. Multiple extension cords were being used. Repairs have been made to the lights, fixtures, and outlets. More repairs for managing the wires are planned for the Spring break of 2025.
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	Window blinds were removed. Removed broken window blinds.

Overall Facility Rate

Year and month of the most recent FIT report: September 2024

Overall Rating	Fair

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	18%	12%	47%	47%	46%	47%
Mathematics (grades 3-8 and 11)	14%	8%	43%	43%	34%	35%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	140	130	92.86%	7.14%	11.72%
Female	65	60	92.31%	7.69%	10.34%
Male	75	70	93.33%	6.67%	12.86%
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	139	129	92.81%	7.19%	11.02%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	87	82	94.25%	5.75%	3.75%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	113	108	95.58%	4.42%	11.32%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	16	94.12%	5.88%	0.00%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	140	127	90.71%	9.29%	7.87%
Female	65	59	90.77%	9.23%	5.08%
Male	75	68	90.67%	9.33%	10.29%
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	139	126	90.65%	9.35%	7.94%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	87	79	90.80%	9.20%	3.80%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	113	104	92.04%	7.96%	7.69%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	14	82.35%	17.65%	14.29%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	4.44%	4.88%	10.00%	0.00%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	45	41	91.11%	8.89%	4.88%
Female	18	16	88.89%	11.11%	0.00%
Male	27	25	92.59%	7.41%	8.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	45	41	91.11%	8.89%	4.88%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	26	24	92.31%	7.69%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	33	31	93.94%	6.06%	6.45%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with 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.

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 2023–24)
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	89%	89%	89%	82%	89%
7	85%	73%	86%	73%	86%

Note: The admistration of the PFT requires only participation results 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.

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 2024–25)

There are many opportunities for parents to become involved in their children's education at Voices College-Bound Language Academies. First of all, Voices has a comprehensive approach to building culture. At the heart of the culture work is trust. We understand that without building environments where trust is continuously fostered, there can be no transformative teaching and learning. All Voices team members are continuously making efforts to build trusting environments with colleagues, students, and parents. With this in mind, school leaders have a strategic approach to parent involvement. It starts with a summer reflection of what worked and what did not work in regards to parent involvement. Based on that reflection, changes or adjustments are made. Parent satisfaction surveys and parent interactions give us the data to reflect on, along with educator input. Activities available for parent involvement throughout the year are informed in our Parent Activities Calendar and/or Parent Culture Calendars. School leaders make efforts to make different types of events available throughout the year. From the ongoing ones like, Cafecitos, ELAC meetings, Volunteering Events, Learning Opportunities, Back to School Night, and Parent-Teacher Conferences, to more cultural celebrations like Plazas, Carnivals, community events, etc. Similarly, Voices is always seeking to find new ways to make the parent experience at our schools more valuable. We understand that having parents as partners is the only way to guarantee long lasting student success.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with 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.

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 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	2.20%	0.63%	0.00%	0.94%	1.31%	0.00%	3.17%	3.60%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%	0.08%	0.00%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

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

School Safety Plan (School Year 2024–25)

Voices College-Bound Language Academy at Mt. Pleasant is committed to its comprehensive safety plan to ensure the safety of all students and staff. The Board approved the 2024-25 safety plan on October 25, 2024. Voices afty plan includes detailed descriptions of the procedures for campus safety. School Administrators reviewed the safety protocols with all staff in August 2024. School leaders, teachers, and staff review and practice emergency drills and student safety, basic first aid, and classroom safety.

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

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

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

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

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

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19628.00	$10698.00	$8930.00	$70783.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$10770.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

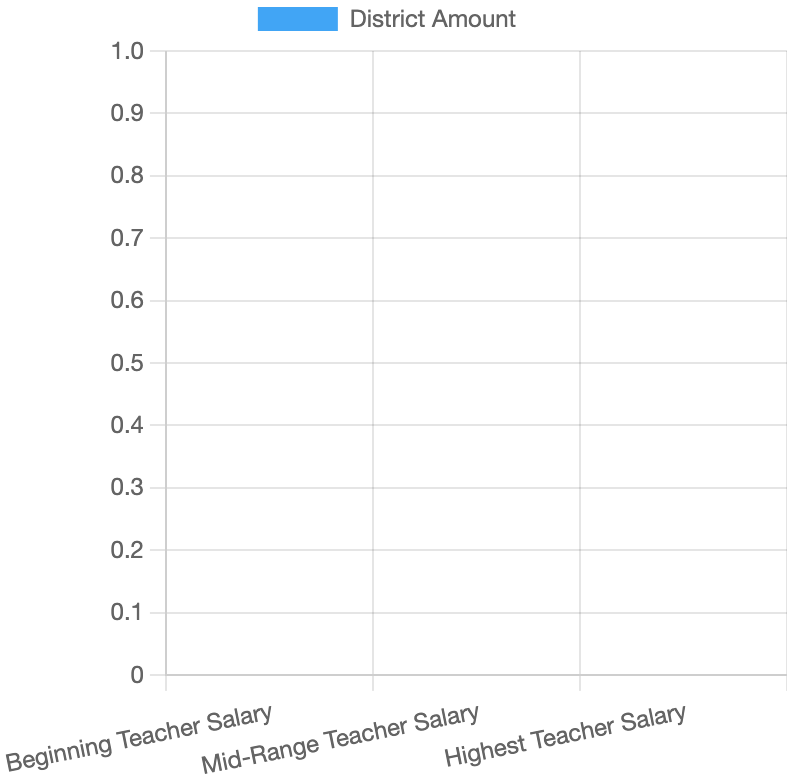
Types of Services Funded (Fiscal Year 2023–24)

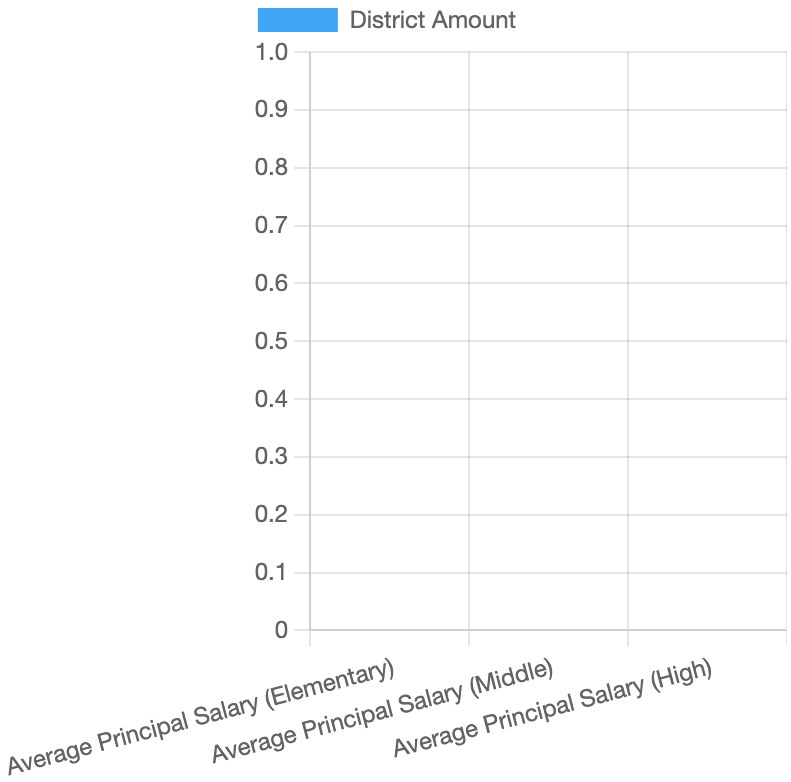
Voices College-Bound Language Academy at Mt. Pleasant offers a range of programs and services aimed at supporting and assisting students, particularly English Language Learners. The school utilizes a dual-immersion model and a Multi-Tiered System of Support (MTSS) to provide targeted support based on individual student needs, while maintaining smaller class sizes for more personalized attention. Associate teachers offer additional academic assistance, complemented by various intervention programs such as after-school activities and summer school to help students maintain and enhance their skills. Technology plays a key role at the academy, with adaptive intervention programs and a strong infrastructure supporting digital learning. Professional development for teachers, including training in Systematic ELD and SIOP (Sheltered Instruction Observation Protocol), ensures they are well-equipped to support English Learners. Furthermore, the school has a dedicated Student Services Manager overseeing special education services, while utilizing benchmark assessments like ANET, MAP, and LAS Links to monitor progress and guide instruction. Overall, these comprehensive services are designed to improve academic achievement and promote equitable access to education for all students.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Porcentaje del presupuesto destinado a salarios administrativos	--	--

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





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, análisis de unidades de red, sesiones tradicionales de desarrollo profesional escolar y de red. Estos días no incluyen días de planificación facilitada, días de planificación de docentes o días en los que se realizan sesiones de coaching individual.

Medida	2022–23	2023–24	2024–25
Número de días escolares dedicados al Desarrollo del Personal y la Mejora Continua	135	107	102

Voices College-Bound Language Academy

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	715 Hellyer Ave. San Jose, CA, 95111-1584	**Principal:**	Hugo Torres
Phone:	(408) 791-1609	**Grade Span:**	K-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

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.

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) 791-1609
Email: htorres@voicescharterschool.com

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

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 2024–25)

School Name	Voices College-Bound Language Academy
Street	715 Hellyer Ave.
City, State, Zip	San Jose, CA , 95111-1584
Phone Number	(408) 791-1609
Principal	Hugo Torres
Email Address	htorres@voicescharterschool.com
Website	https://voicesacademies.org/
Grade Span	K-8
County-District-School (CDS) Code	43694500113662

School Description and Mission Statement (School Year 2024–25)

Voices: College-Bound Language Academy is a TK (transitional kindergarten) to grade 8 charter school in San Jose serving about 320 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.

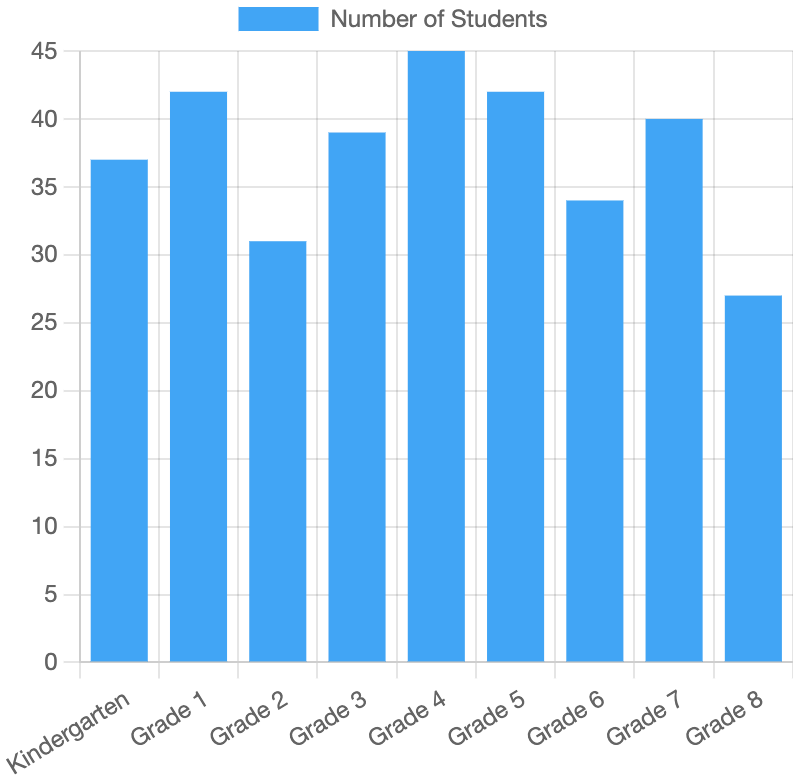
At Voices, we are driven by our mission and vision, and we are guided by our six core values:

- 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.

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.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	37
Grade 1	42
Grade 2	31
Grade 3	39
Grade 4	45
Grade 5	42
Grade 6	34
Grade 7	40
Grade 8	27
Total Enrollment	337



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	56.70%
Male	43.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.90%
Black or African American	0.00%
Filipino	0.30%
Hispanic or Latino	96.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.60%
White	0.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	46.00%
Foster Youth	0.30%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	72.70%
Students with Disabilities	11.60%

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.

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.

Teacher Preparation and Placement (School Year 2022–23)

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%	302.40	78.25%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	20.70	5.38%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	14.90	93.75%	37.70	9.75%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	6.25%	4.40	1.15%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	21.10	5.46%	14303.80	5.15%
Total Teaching Positions	15.90	100.00%	386.50	100.00%	277698	100%

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

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	10.90	8.30	7.9
Misassignments	0.00	2.90	6.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	10.90	11.30	14.9

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	1.00	1

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	16.6%	50%
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%	10%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Caminos Amplify, 2024 EL Education, 2018 EL Achieve, 2015 Navigator Literature, 2018 Frog Street (TK), 2024	0
Mathematics	Envision Math, 2024 Frog Street (TK), 2024	0
Science	SAVAAS Elevate, 2022	0
History-Social Science	TCI History Alive, 2021	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	0

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

School Facility Conditions and Planned Improvements

The overall facility rating is good. The repairs identified during the facility inspection are not just a one-time effort; they're part of our ongoing commitment to maintaining a safe and efficient environment. We're dedicated to continually enhancing our facilities! Voices College-Bound Language Academies makes every effort to ensure all schools are clean, safe, and functional. We utilized our facilities audit report from the Williams Review to assist in this effort. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded in a timely manner. School facilities are upgraded whenever possible to support and maintain a safe, clean, and secure campus. Sufficient classrooms, offices, playgrounds, staff spaces, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensures 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.

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 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	One light out in girls restroom that was placed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	The girls' restroom had a faucet that needed repair. The faucet was replaced.
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 2024

Overall Rating	Good

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	36%	29%	40%	39%	46%	47%
Mathematics (grades 3-8 and 11)	20%	16%	31%	31%	34%	35%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	216	212	98.15%	1.85%	29.25%
Female	125	123	98.40%	1.60%	36.59%
Male	91	89	97.80%	2.20%	19.10%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	211	207	98.10%	1.90%	28.02%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	94	92	97.87%	2.13%	3.26%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	157	154	98.09%	1.91%	26.62%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	29	96.67%	3.33%	6.90%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	217	215	99.08%	0.92%	16.36%
Female	126	125	99.21%	0.79%	20.97%
Male	91	90	98.90%	1.10%	10.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	212	210	99.06%	0.94%	14.83%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	94	94	100.00%	0.00%	2.15%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	158	156	98.73%	1.27%	15.48%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	29	96.67%	3.33%	3.45%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	11.25%	11.29%	21.96%	21.80%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	64	96.97%	3.03%	14.06%
Female	41	39	95.12%	4.88%	20.51%
Male	25	25	100.00%	0.00%	4.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	63	61	96.83%	3.17%	9.84%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	26	25	96.15%	3.85%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	47	47	100.00%	0.00%	8.51%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	12	100.00%	0.00%	16.67%

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.

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 2023–24)
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	95%	100%	98%	98%	98%
7	95%	95%	93%	97%	97%

Note: The admistration of the PFT requires only participation results 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.

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 2024–25)

There are many opportunities for parents to become involved in their children's education at Voices College-Bound Language Academies. First of all, Voices has a comprehensive approach to building culture. At the heart of the culture work is trust. We understand that without building environments where trust is continuously fostered, there can be no transformative teaching and learning. All Voices team members are continuously making efforts to build trusting environments with colleagues, students, and parents. With this in mind, school leaders have a strategic approach to parent involvement. It starts with a summer reflection of what worked and what did not work in regards to parent involvement. Based on that reflection, changes or adjustments are made. Parent satisfaction surveys and parent interactions give us the data to reflect on, along with educator input. Activities available for parent involvement throughout the year are informed in our Parent Activities Calendar and/or Parent Culture Calendars. School leaders make efforts to make different types of events available throughout the year. From the ongoing ones like, Cafecitos, ELAC meetings, Volunteering Events, Learning Opportunities, Back to School Night, and Parent-Teacher Conferences, to more cultural celebrations like Plazas, Carnivals, community events, etc. Similarly, Voices is always seeking to find new ways to make the parent experience at our schools more valuable. We understand that having parents as partners is the only way to guarantee long lasting student success.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with 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.

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 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	3.65%	1.05%	0.00%	1.64%	2.49%	0.00%	3.17%	3.60%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.00%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

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

School Safety Plan (School Year 2024–25)

Voices College-Bound Language Academy is committed to its comprehensive safety plan to ensure the safety of all students and staff. The Board approved the 2024-25 safety plan on October 25, 2024. Voices afty plan includes detailed descriptions of the procedures for campus safety. School Administrators reviewed the safety protocols with all staff in August 2024. School leaders, teachers, and staff review and practice emergency drills and student safety, basic first aid, and classroom safety.

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

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

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

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

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

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16879.00	$7219.00	$9661.00	$79685.00
District	N/A	N/A	--	$104750.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$10770.62	$96325.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

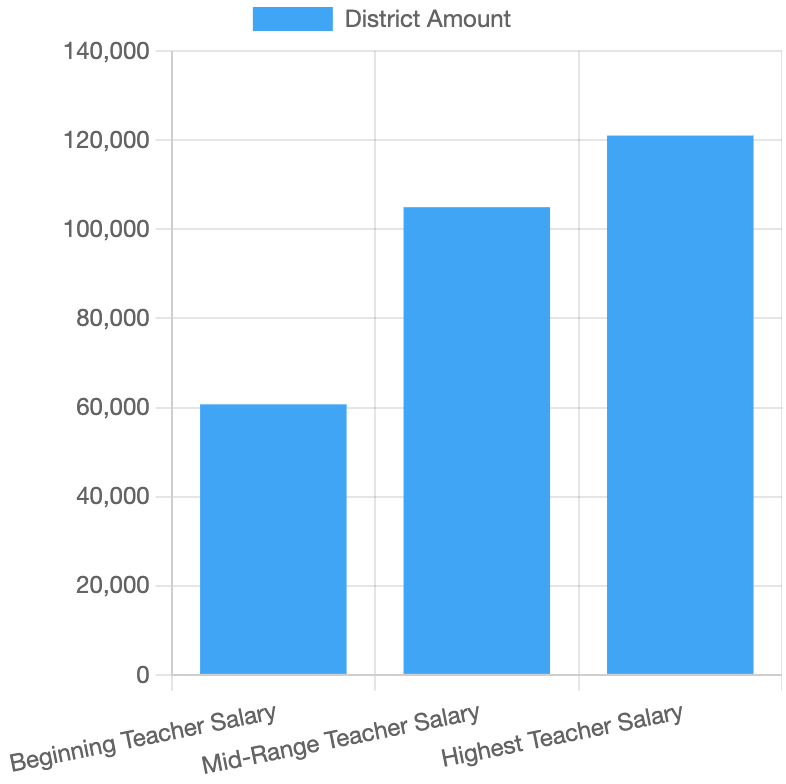
Types of Services Funded (Fiscal Year 2023–24)

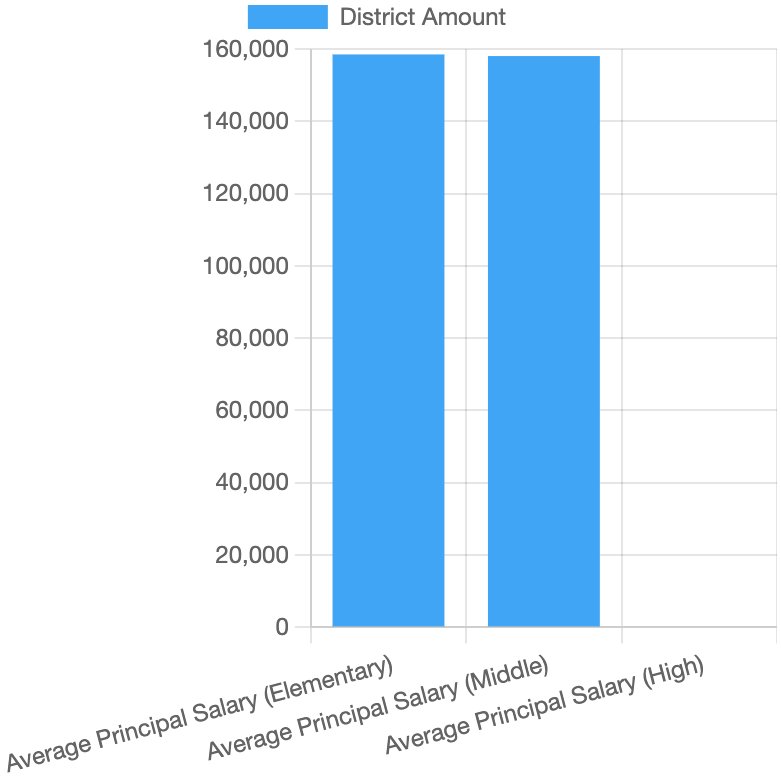
Voices College-Bound Language Academy offers a range of programs and services designed to support student achievement and foster a comprehensive educational experience. The school employs a dual-immersion model that includes integrated English Language Development training and provides academic interventions along with supplemental materials to facilitate learning. Associate teachers deliver direct services to identified students, while a dedicated Student Services Manager oversees a robust Multi-Tiered System of Supports (MTSS) program. Additionally, the academy features an effective after-school program and summer school, along with a supportive technology infrastructure for students. Small class sizes allow for more individualized attention, and the curriculum aligns with standards in English Language Arts, Spanish Language Arts, Math, Science, and Social Science. To monitor progress, the school utilizes benchmark assessments, screeners, and adaptive intervention programs that leverage technology. Formative assessments are also employed to guide instruction, while Special Education services are managed by the Student Services Manager. Language proficiency is assessed through LAS Links administration, and enrichment activities contribute to character development and social-emotional well-being, all aimed at improving student achievement and supporting English Learners.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$60712.00	$58552.87
Mid-Range Teacher Salary	$104953.00	$93923.91
Highest Teacher Salary	$121021.00	$119489.34
Average Principal Salary (Elementary)	$158496.00	$149898.11
Average Principal Salary (Middle)	$158045.00	$157110.85
Average Principal Salary (High)	$0.00	$151698.00
Superintendent Salary	$272538.00	$270431.60
Percent of Budget for Teacher Salaries	0.32%	31.93%
Percent of Budget for Administrative Salaries	0.06%	5.62%

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





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	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	105	107	102

Academia de idiomas Voices College-Bound

Informe de rendición de cuentas de la escuela 2023-24

Informe elaborado con datos del año escolar 2023-24

Departamento de Educación de California

DIRECCIÓN:	715 Hellyer Ave. San José, CA, 95111-1584	**Principal:**	Hugo Torres
Teléfono:	(408) 791-1609	**Rango de grados:**	K-8

Cada año, antes del 1 de febrero, todas las escuelas de California deben publicar, según la ley estatal, un Informe de Responsabilidad Escolar (SARC, por sus siglas en inglés). 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, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Control y Responsabilidad Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir con los objetivos anuales específicos de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser coherentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a los 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 el LCFF o el LCAP, consulte la página web del LCFF del CDE 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 DataQuest del CDE en https://dq.cde.ca.gov/dataquest/ que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de pruebas, inscripción, graduados de la escuela secundaria, deserción escolar, inscripción en cursos, dotación de personal y datos sobre estudiantes de inglés).

Panel de control de las escuelas de California

El Panel de Control de Escuelas de California (Dashboard) https://www.caschooldashboard.org/ refleja el nuevo sistema de rendición de cuentas y mejora continua de California y brinda información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel de Control 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 mejoras.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

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.

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) 791-1609
Email: htorres@voicescharterschool.com

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

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 2024–25)

School Name	Voices College-Bound Language Academy
Street	715 Hellyer Ave.
City, State, Zip	San Jose, CA , 95111-1584
Phone Number	(408) 791-1609
Principal	Hugo Torres
Email Address	htorres@voicescharterschool.com
Website	https://voicesacademies.org/
Grade Span	K-8
County-District-School (CDS) Code	43694500113662

School Description and Mission Statement (School Year 2024–25)

Voices: College-Bound Language Academy is a TK (transitional kindergarten) to grade 8 charter school in San Jose serving about 320 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.

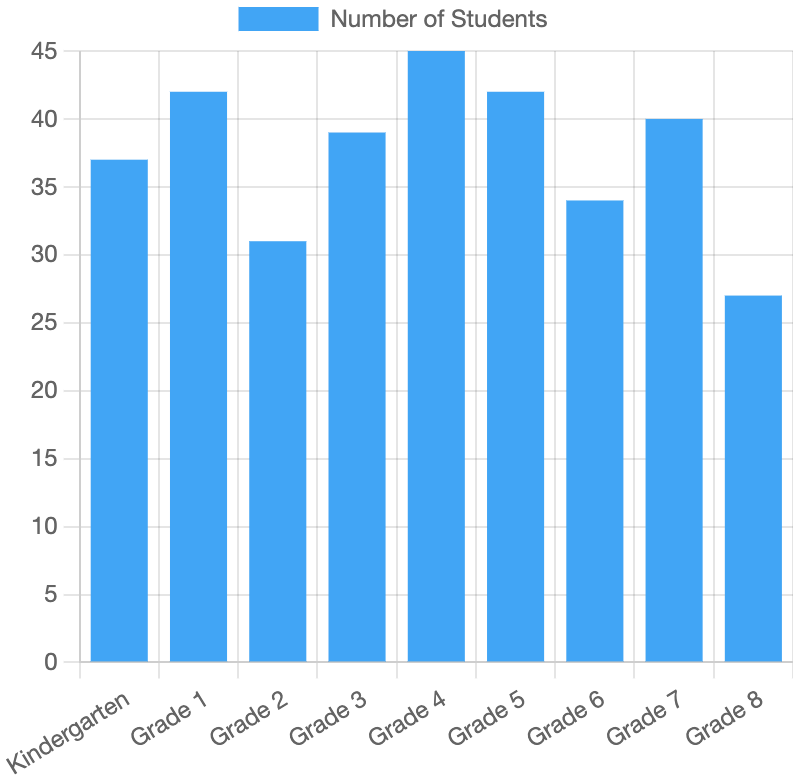
At Voices, we are driven by our mission and vision, and we are guided by our six core values:

- 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.

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.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	37
Grade 1	42
Grade 2	31
Grade 3	39
Grade 4	45
Grade 5	42
Grade 6	34
Grade 7	40
Grade 8	27
Total Enrollment	337



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	56.70%
Male	43.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.90%
Black or African American	0.00%
Filipino	0.30%
Hispanic or Latino	96.40%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.60%
White	0.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	46.00%
Foster Youth	0.30%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	72.70%
Students with Disabilities	11.60%

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.

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.

Teacher Preparation and Placement (School Year 2022–23)

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%	302.40	78.25%	231142.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	20.70	5.38%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	14.90	93.75%	37.70	9.75%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	6.25%	4.40	1.15%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	21.10	5.46%	14303.80	5.15%
Total Teaching Positions	15.90	100.00%	386.50	100.00%	277698	100%

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

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	10.90	8.30	7.9
Misassignments	0.00	2.90	6.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	10.90	11.30	14.9

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	1.00	1

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	16.6%	50%
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%	10%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Caminos Amplify, 2024 EL Education, 2018 EL Achieve, 2015 Navigator Literature, 2018 Frog Street (TK), 2024	0
Mathematics	Envision Math, 2024 Frog Street (TK), 2024	0
Science	SAVAAS Elevate, 2022	0
History-Social Science	TCI History Alive, 2021	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	0

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

School Facility Conditions and Planned Improvements

The overall facility rating is good. The repairs identified during the facility inspection are not just a one-time effort; they're part of our ongoing commitment to maintaining a safe and efficient environment. We're dedicated to continually enhancing our facilities! Voices College-Bound Language Academies makes every effort to ensure all schools are clean, safe, and functional. We utilized our facilities audit report from the Williams Review to assist in this effort. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded in a timely manner. School facilities are upgraded whenever possible to support and maintain a safe, clean, and secure campus. Sufficient classrooms, offices, playgrounds, staff spaces, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensures 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.

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 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	One light out in girls restroom that was placed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	The girls' restroom had a faucet that needed repair. The faucet was replaced.
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 2024

Overall Rating	Good

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	36%	29%	40%	39%	46%	47%
Mathematics (grades 3-8 and 11)	20%	16%	31%	31%	34%	35%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	216	212	98.15%	1.85%	29.25%
Female	125	123	98.40%	1.60%	36.59%
Male	91	89	97.80%	2.20%	19.10%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	211	207	98.10%	1.90%	28.02%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	94	92	97.87%	2.13%	3.26%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	157	154	98.09%	1.91%	26.62%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	29	96.67%	3.33%	6.90%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	217	215	99.08%	0.92%	16.36%
Female	126	125	99.21%	0.79%	20.97%
Male	91	90	98.90%	1.10%	10.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	212	210	99.06%	0.94%	14.83%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	94	94	100.00%	0.00%	2.15%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	158	156	98.73%	1.27%	15.48%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	29	96.67%	3.33%	3.45%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	11.25%	11.29%	21.96%	21.80%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	64	96.97%	3.03%	14.06%
Female	41	39	95.12%	4.88%	20.51%
Male	25	25	100.00%	0.00%	4.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	63	61	96.83%	3.17%	9.84%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	26	25	96.15%	3.85%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	47	47	100.00%	0.00%	8.51%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	12	100.00%	0.00%	16.67%

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.

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 2023–24)
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	95%	100%	98%	98%	98%
7	95%	95%	93%	97%	97%

Note: The admistration of the PFT requires only participation results 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.

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 2024–25)

There are many opportunities for parents to become involved in their children's education at Voices College-Bound Language Academies. First of all, Voices has a comprehensive approach to building culture. At the heart of the culture work is trust. We understand that without building environments where trust is continuously fostered, there can be no transformative teaching and learning. All Voices team members are continuously making efforts to build trusting environments with colleagues, students, and parents. With this in mind, school leaders have a strategic approach to parent involvement. It starts with a summer reflection of what worked and what did not work in regards to parent involvement. Based on that reflection, changes or adjustments are made. Parent satisfaction surveys and parent interactions give us the data to reflect on, along with educator input. Activities available for parent involvement throughout the year are informed in our Parent Activities Calendar and/or Parent Culture Calendars. School leaders make efforts to make different types of events available throughout the year. From the ongoing ones like, Cafecitos, ELAC meetings, Volunteering Events, Learning Opportunities, Back to School Night, and Parent-Teacher Conferences, to more cultural celebrations like Plazas, Carnivals, community events, etc. Similarly, Voices is always seeking to find new ways to make the parent experience at our schools more valuable. We understand that having parents as partners is the only way to guarantee long lasting student success.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with 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.

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 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	3.65%	1.05%	0.00%	1.64%	2.49%	0.00%	3.17%	3.60%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%	0.00%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

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

School Safety Plan (School Year 2024–25)

Voices College-Bound Language Academy is committed to its comprehensive safety plan to ensure the safety of all students and staff. The Board approved the 2024-25 safety plan on October 25, 2024. Voices afty plan includes detailed descriptions of the procedures for campus safety. School Administrators reviewed the safety protocols with all staff in August 2024. School leaders, teachers, and staff review and practice emergency drills and student safety, basic first aid, and classroom safety.

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

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

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

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

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

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$16879.00	$7219.00	$9661.00	$79685.00
District	N/A	N/A	--	$104750.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$10770.62	$96325.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

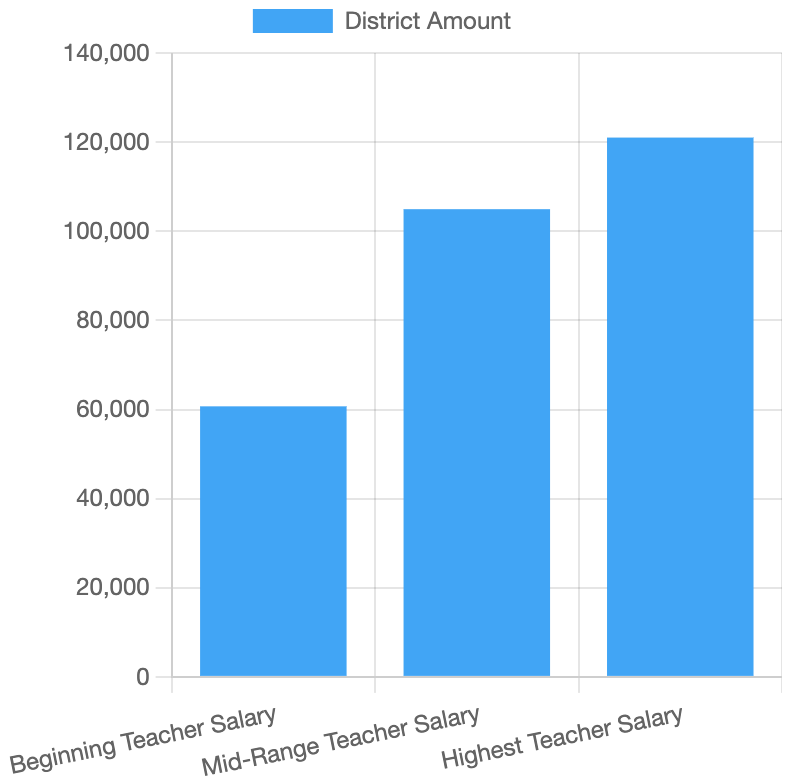
Types of Services Funded (Fiscal Year 2023–24)

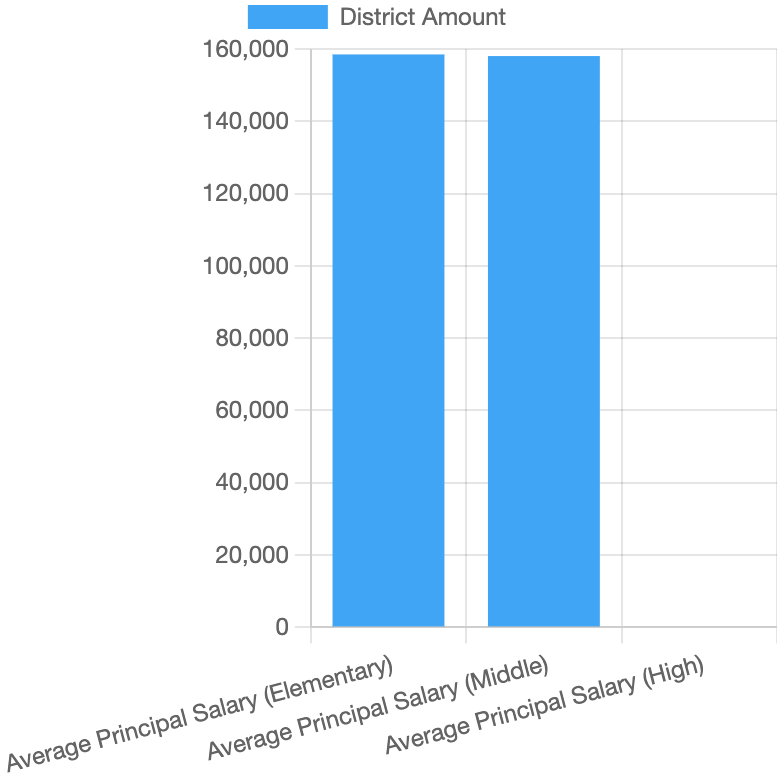
Voices College-Bound Language Academy ofrece una variedad de programas y servicios diseñados para apoyar el rendimiento de los estudiantes y fomentar una experiencia educativa integral. La escuela emplea un modelo de doble inmersión que incluye capacitación integrada en el desarrollo del idioma inglés y brinda intervenciones académicas junto con materiales complementarios para facilitar el aprendizaje. Los maestros asociados brindan servicios directos a los estudiantes identificados, mientras que un gerente de servicios estudiantiles dedicado supervisa un sólido programa de sistema de apoyo de múltiples niveles (MTSS). Además, la academia cuenta con un programa extracurricular eficaz y una escuela de verano, junto con una infraestructura tecnológica de apoyo para los estudiantes. Los tamaños reducidos de las clases permiten una atención más individualizada y el plan de estudios se alinea con los estándares en lengua y literatura inglesa, lengua y literatura española, matemáticas, ciencias y ciencias sociales. Para monitorear el progreso, la escuela utiliza evaluaciones de referencia, evaluaciones de detección y programas de intervención adaptativa que aprovechan la tecnología. También se emplean evaluaciones formativas para guiar la instrucción, mientras que los servicios de educación especial son administrados por el gerente de servicios estudiantiles. La competencia lingüística se evalúa a través de la administración de LAS Links, y las actividades de enriquecimiento contribuyen al desarrollo del carácter y al bienestar socioemocional, todo ello destinado a mejorar el rendimiento estudiantil y apoyar a los estudiantes de inglés.

Salarios de docentes y personal administrativo (año fiscal 2022-23)

Categoría	Monto del distrito	Promedio estatal para distritos en la misma categoría
Salario de un maestro principiante	$60712.00	$58552.87
Salario de docente de rango medio	$104953.00	$93923.91
Salario docente más alto	$121021.00	$119489.34
Salario promedio de director de escuela primaria	$158496.00	$149898.11
Salario promedio del director (medio)	$158045.00	$157110.85
Salario promedio del director (alto)	$0.00	$151698.00
Salario del superintendente	$272538.00	$270431.60
Porcentaje del presupuesto destinado a los salarios de los docentes	0,32%	31,93%
Porcentaje del presupuesto destinado a salarios administrativos	0,06%	5,62%

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





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, análisis de unidades de red, sesiones tradicionales de desarrollo profesional escolar y de red. Estos días no incluyen días de planificación facilitada ni días de planificación para docentes.

Medida	2022–23	2023–24	2024–25
Número de días escolares dedicados al Desarrollo del Personal y la Mejora Continua	105	107	102

Academia de idiomas Voices College-Bound en Morgan Hill

Informe de rendición de cuentas de la escuela 2023-24

Informe elaborado con datos del año escolar 2023-24

Departamento de Educación de California

DIRECCIÓN:	16505 Monterey Rd. Morgan Hill, CA, 95037-2894	**Principal:**	Vicky López
Teléfono:	(408) 791-1609	**Rango de grados:**	TK-8

Cada año, antes del 1 de febrero, todas las escuelas de California deben publicar, según la ley estatal, un Informe de Responsabilidad Escolar (SARC, por sus siglas en inglés). 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, por sus siglas en inglés), todas las agencias educativas locales (LEA, por sus siglas en inglés) deben preparar un Plan de Control y Responsabilidad Local (LCAP, por sus siglas en inglés), que describe cómo pretenden cumplir con los objetivos anuales específicos de la escuela para todos los alumnos, con actividades específicas para abordar las prioridades estatales y locales. Además, los datos informados en un LCAP deben ser coherentes con los datos informados en el SARC.

- Para obtener más información sobre los requisitos del SARC y el acceso a los 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 el LCFF o el LCAP, consulte la página web del LCFF del CDE 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 DataQuest del CDE en https://dq.cde.ca.gov/dataquest/ que contiene información adicional sobre esta escuela y comparaciones de la escuela con el distrito y el condado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para la rendición de cuentas (por ejemplo, datos de pruebas, inscripción, graduados de la escuela secundaria, deserción escolar, inscripción en cursos, dotación de personal y datos sobre estudiantes de inglés).

Panel de control de las escuelas de California

El Panel de Control de Escuelas de California (Dashboard) https://www.caschooldashboard.org/ refleja el nuevo sistema de rendición de cuentas y mejora continua de California y brinda información sobre cómo las LEA y las escuelas están satisfaciendo las necesidades de la diversa población estudiantil de California. El Panel de Control 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 mejoras.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Vicky Lopez

Principal, Voices College-Bound Language Academy at Morgan Hill

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About Our School



This year has been off to an exciting start as we embarked on a new campus! We are proud of the unity it has brought our students, staff, and family to again be on the same campus. Our parent/guardian community is now even more 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
16505 Monterey Rd.
Morgan Hill, CA 95037-2894

Phone: (408) 791-1609
Email: vlopez@voicescharterschool.com

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Superintendent	Hinman, Charles
Email Address	chinman@sccoe.org
Website	www.sccoe.org

School Contact Information (School Year 2024–25)

School Name	Voices College-Bound Language Academy at Morgan Hill
Street	16505 Monterey Rd.
City, State, Zip	Morgan Hill, CA , 95037-2894
Phone Number	(408) 791-1609
Principal	Vicky Lopez
Email Address	vlopez@voicescharterschool.com
Website	https://voicesacademies.org
Grade Span	TK-8
County-District-School (CDS) Code	43104390131748

School Description and Mission Statement (School Year 2024–25)

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 moved into our new facility. We have seen a lot of success in our staff and student culture the past few years, and now in our new forever home, we are striving with urgency 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:

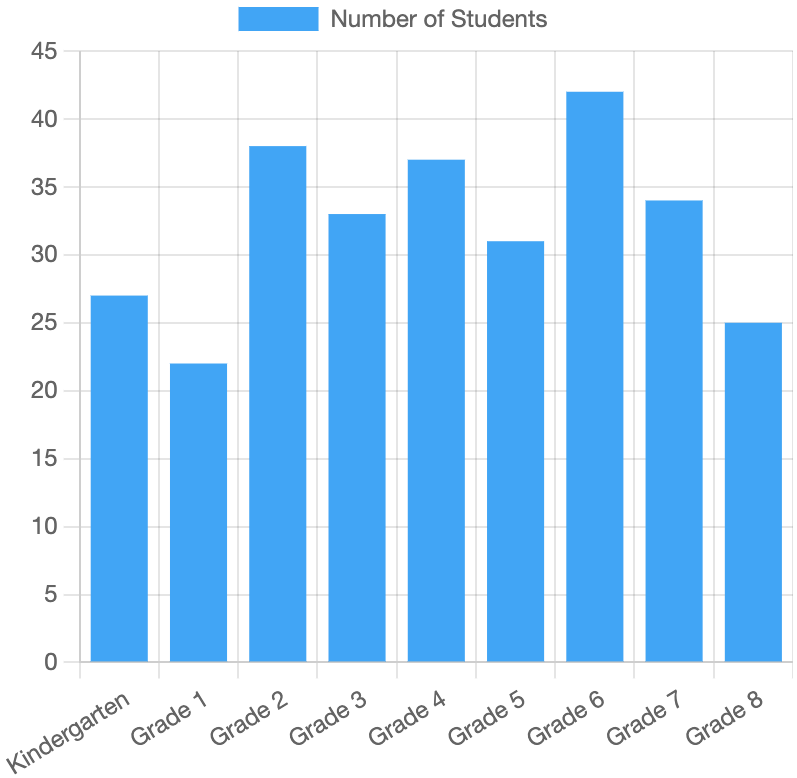
Voices College-Bound Language Academy at Morgan Hill will prepare all students for the challenges of higher education through the context of an academically rigorous dual language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking skills while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

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	27
Grade 1	22
Grade 2	38
Grade 3	33
Grade 4	37
Grade 5	31
Grade 6	42
Grade 7	34
Grade 8	25
Total Enrollment	289



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	47.40%
Male	52.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.40%
Black or African American	0.70%
Filipino	0.30%
Hispanic or Latino	96.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	1.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	63.00%
Foster Youth	0.00%
Homeless	1.70%
Migrant	0.00%
Socioeconomically Disavantaged	76.50%
Students with Disabilities	8.30%

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.

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.

Teacher Preparation and Placement (School Year 2022–23)

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%	327.30	57.00%	231142.40	100.00%
Intern Credential Holders Properly Assigned	1.00	10.00%	46.30	8.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.00	90.00%	98.60	17.18%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	37.80	6.59%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	64.10	11.16%	14303.80	5.15%
Total Teaching Positions	10.00	100.00%	574.30	100.00%	277698	100%

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

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	6.00	9.30	8
Misassignments	0.00	2.90	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	6.00	12.30	9

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	23.8%	34.6%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	71.40%	16.6%	25.9%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Caminos Amplify, 2024 EL Education, 2018 EL Achieve, 2015 Navigator Literature, 2018 Frog Street (TK), 2024	0
Mathematics	Eureka Math, 2016 Frog Street (TK), 2024	0
Science	SAVAAS Elevate, 2022	0
History-Social Science	TCI History Alive, 2021	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	0

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

School Facility Conditions and Planned Improvements

The overall facility rating is Exemplary. We have an ongoing commitment to maintaining a safe and efficient environment. We're dedicated to continually enhancing our facilities! Voices College-Bound Language Academies at Morgan Hill makes every effort to ensure all schools are clean, safe, and functional. We utilized our facilities audit report from the Williams Review to assist in this effort. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded in a timely manner. School facilities are upgraded whenever possible to support and maintain a safe, clean, and secure campus. Sufficient classrooms, offices, playgrounds, staff spaces, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensures 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.

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 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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: September 2024

Overall Rating	Exemplary

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	32%	29%	47%	47%	46%	47%
Mathematics (grades 3-8 and 11)	29%	20%	43%	43%	34%	35%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	194	192	98.97%	1.03%	29.17%
Female	90	89	98.89%	1.11%	23.60%
Male	104	103	99.04%	0.96%	33.98%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	191	189	98.95%	1.05%	28.57%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	114	112	98.25%	1.75%	12.50%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	157	156	99.36%	0.64%	29.49%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	20	20	100.00%	0.00%	15.00%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	194	193	99.48%	0.52%	19.79%
Female	90	90	100.00%	0.00%	11.24%
Male	104	103	99.04%	0.96%	27.18%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	191	190	99.48%	0.52%	19.58%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	114	113	99.12%	0.88%	7.14%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	157	156	99.36%	0.64%	18.71%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	20	19	95.00%	5.00%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	7.55%	21.15%	10.00%	0.00%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	52	52	100.00%	0.00%	21.15%
Female	24	24	100.00%	0.00%	16.67%
Male	28	28	100.00%	0.00%	25.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00%	0.00%	20.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	22	22	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	45	45	100.00%	0.00%	24.44%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with 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.

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

UC/CSU Course Measure	Percent

2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	--

UC/CSU Course Measure	Percent
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	97%	100%
7	97%	85%	82%	82%	88%

Note: The admistration of the PFT requires only participation results 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.

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 2024–25)

There are many opportunities for parents to become involved in their children's education at Voices College-Bound Language Academies. First of all, Voices has a comprehensive approach to building culture. At the heart of the culture work is trust. We understand that without building environments where trust is continuously fostered, there can be no transformative teaching and learning. All Voices team members are continuously making efforts to build trusting environments with colleagues, students, and parents. With this in mind, school leaders have a strategic approach to parent involvement. It starts with a summer reflection of what worked and what did not work in regards to parent involvement. Based on that reflection, changes or adjustments are made. Parent satisfaction surveys and parent interactions give us the data to reflect on, along with educator input. Activities available for parent involvement throughout the year are informed in our Parent Activities Calendar and/or Parent Culture Calendars. School leaders make efforts to make different types of events available throughout the year. From the ongoing ones like, Cafecitos, ELAC meetings, Volunteering Events, Learning Opportunities, Back to School Night, and Parent-Teacher Conferences, to more cultural celebrations like Plazas, Carnivals, community events, etc. Similarly, Voices is always seeking to find new ways to make the parent experience at our schools more valuable. We understand that having parents as partners is the only way to guarantee long lasting student success.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with 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.

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 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	0.98%	0.67%	0.00%	0.94%	1.31%	0.00%	3.17%	3.60%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%	0.08%	0.00%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

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

School Safety Plan (School Year 2024–25)

Voices College-Bound Language Academy at Morgan Hill is committed to its comprehensive safety plan to ensure the safety of all students and staff. The Board approved the 2024-25 safety plan on October 25, 2024. Voices safety plan includes detailed descriptions of the procedures for campus safety. School Administrators reviewed the safety protocols with all staff in August 2024. School leaders, teachers, and staff review and practice emergency drills and student safety, basic first aid, and classroom safety.

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

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

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

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

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

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19697.00	$10702.00	$8995.00	$73925.00
District	N/A	N/A	--	$104750.00
Percent Difference – School Site and District	N/A	N/A	--	96325.00%
State	N/A	N/A	$10770.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

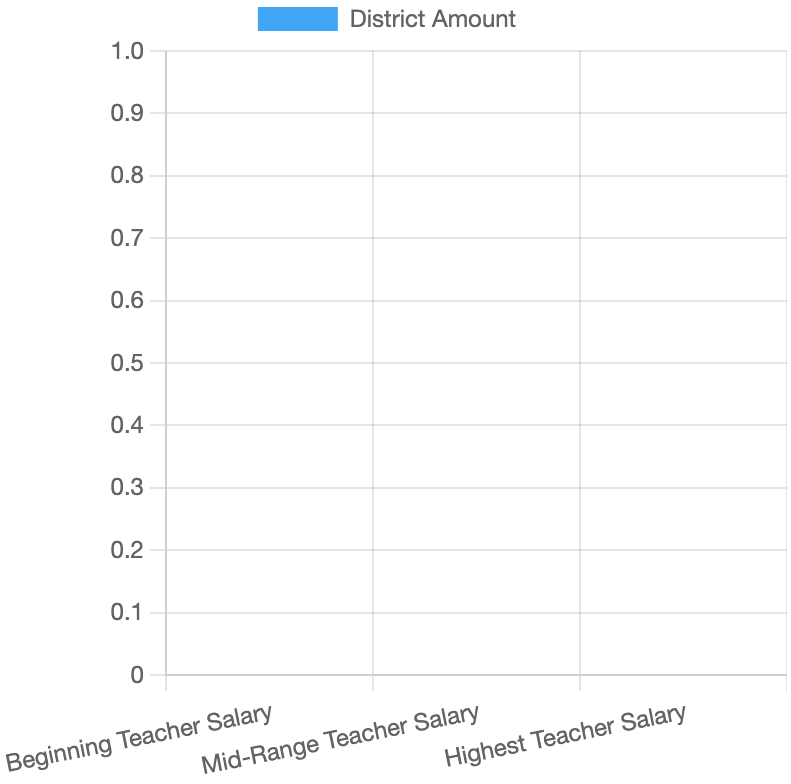
Types of Services Funded (Fiscal Year 2023–24)

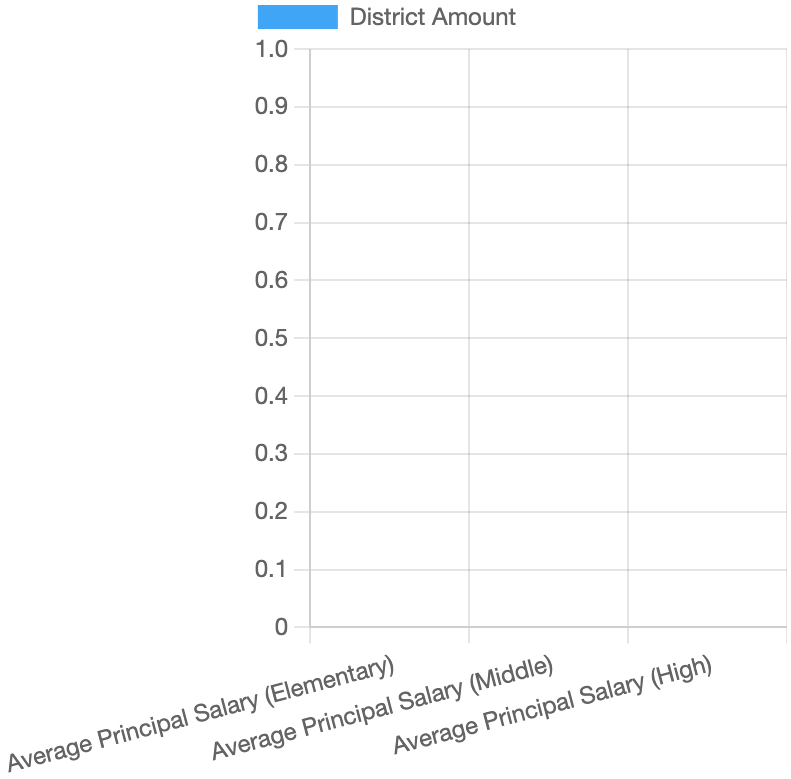
Voices College-Bound Language Academy at Morgan Hill offers a range of programs and services to support and assist students. The school features a dual-language immersion program for English Language Learners, promoting bilingualism while providing academic interventions and supplemental materials for struggling students. English Learners receive designated and integrated ELD training, and support for Students with Disabilities is available through the Special Education department. A Multi-Tiered System of Supports (MTSS) is implemented to address the needs of all students, alongside an effective after-school program and summer school to extend learning opportunities. Students benefit from access to technology resources that enhance their learning experience, while associate teachers offer direct services to those needing additional support. The school maintains small class sizes to ensure individualized attention, utilizes technology-based adaptive intervention programs for personalized learning, and offers enrichment activities to foster overall student development. These initiatives are designed to enhance student achievement, engagement, and well-being in the dual-immersion model.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

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

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





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, análisis de unidades de red, sesiones tradicionales de desarrollo profesional escolar y de red. Estos días no incluyen días de planificación facilitada, días de planificación de docentes o días en los que se realizan sesiones de coaching individual.

Medida	2022–23	2023–24	2024–25
Número de días escolares dedicados al Desarrollo del Personal y la Mejora Continua	135	95	102

Voices College-Bound Language Academy at Morgan Hill

2023–24 School Accountability Report Card

Reported Using Data from the 2023–24 School Year

California Department of Education

Address:	16505 Monterey Rd. Morgan Hill, CA , 95037-2894	**Principal:**	Vicky Lopez
Phone:	(408) 791-1609	**Grade Span:**	TK-8

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

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Vicky Lopez

Principal, Voices College-Bound Language Academy at Morgan Hill

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About Our School



This year has been off to an exciting start as we embarked on a new campus! We are proud of the unity it has brought our students, staff, and family to again be on the same campus. Our parent/guardian community is now even more 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
16505 Monterey Rd.
Morgan Hill, CA 95037-2894

Phone: (408) 791-1609
Email: vlopez@voicescharterschool.com

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Superintendent	Hinman, Charles
Email Address	chinman@sccoe.org
Website	www.sccoe.org

School Contact Information (School Year 2024–25)

School Name	Voices College-Bound Language Academy at Morgan Hill
Street	16505 Monterey Rd.
City, State, Zip	Morgan Hill, CA , 95037-2894
Phone Number	(408) 791-1609
Principal	Vicky Lopez
Email Address	vlopez@voiceschartersschool.com
Website	https://voicesacademies.org
Grade Span	TK-8
County-District-School (CDS) Code	43104390131748

School Description and Mission Statement (School Year 2024–25)

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 moved into our new facility. We have seen a lot of success in our staff and student culture the past few years, and now in our new forever home, we are striving with urgency 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:

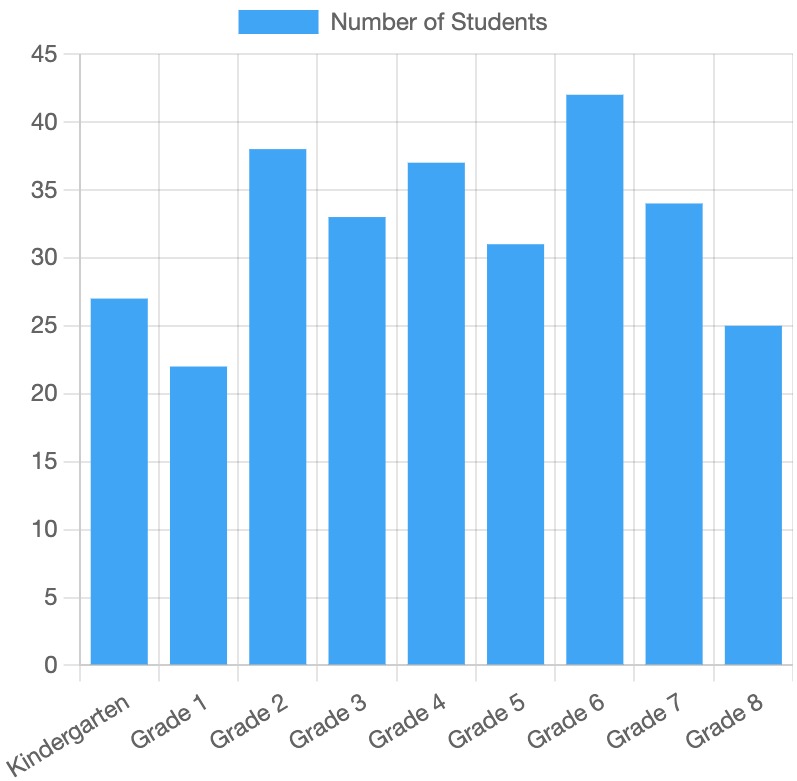
Voices College-Bound Language Academy at Morgan Hill will prepare all students for the challenges of higher education through the context of an academically rigorous dual language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking skills while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

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	27
Grade 1	22
Grade 2	38
Grade 3	33
Grade 4	37
Grade 5	31
Grade 6	42
Grade 7	34
Grade 8	25
Total Enrollment	289



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	47.40%
Male	52.60%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.40%
Black or African American	0.70%
Filipino	0.30%
Hispanic or Latino	96.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	1.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	63.00%
Foster Youth	0.00%
Homeless	1.70%
Migrant	0.00%
Socioeconomically Disavantaged	76.50%
Students with Disabilities	8.30%

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.

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.

Teacher Preparation and Placement (School Year 2022–23)

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%	327.30	57.00%	231142.40	100.00%
Intern Credential Holders Properly Assigned	1.00	10.00%	46.30	8.07%	5566.40	2.00%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	9.00	90.00%	98.60	17.18%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	37.80	6.59%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	64.10	11.16%	14303.80	5.15%
Total Teaching Positions	10.00	100.00%	574.30	100.00%	277698	100%

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

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

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	6.00	9.30	8
Misassignments	0.00	2.90	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	6.00	12.30	9

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	23.8%	34.6%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	71.40%	16.6%	25.9%

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Caminos Amplify, 2024 EL Education, 2018 EL Achieve, 2015 Navigator Literature, 2018 Frog Street (TK), 2024	0
Mathematics	Eureka Math, 2016 Frog Street (TK), 2024	0
Science	SAVAAS Elevate, 2022	0
History-Social Science	TCI History Alive, 2021	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	0

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

School Facility Conditions and Planned Improvements

The overall facility rating is Exemplary. We have an ongoing commitment to maintaining a safe and efficient environment. We're dedicated to continually enhancing our facilities! Voices College-Bound Language Academies at Morgan Hill makes every effort to ensure all schools are clean, safe, and functional. We utilized our facilities audit report from the Williams Review to assist in this effort. Needed repairs and maintenance projects are completed in a timely manner. Whenever possible, school facilities are upgraded in a timely manner. School facilities are upgraded whenever possible to support and maintain a safe, clean, and secure campus. Sufficient classrooms, offices, playgrounds, staff spaces, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Voices Operations team, in conjunction with day and night custodians, ensures 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.

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 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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: September 2024

Overall Rating	Exemplary

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	32%	29%	47%	47%	46%	47%
Mathematics (grades 3-8 and 11)	29%	20%	43%	43%	34%	35%

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 Assessments 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	194	192	98.97%	1.03%	29.17%
Female	90	89	98.89%	1.11%	23.60%
Male	104	103	99.04%	0.96%	33.98%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	191	189	98.95%	1.05%	28.57%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	114	112	98.25%	1.75%	12.50%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	157	156	99.36%	0.64%	29.49%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	20	20	100.00%	0.00%	15.00%

Note: ELA test results include the Smarter Balanced Summative Assessments 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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	194	193	99.48%	0.52%	19.79%
Female	90	90	100.00%	0.00%	11.24%
Male	104	103	99.04%	0.96%	27.18%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	191	190	99.48%	0.52%	19.58%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	114	113	99.12%	0.88%	7.14%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	157	156	99.36%	0.64%	18.71%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	20	19	95.00%	5.00%	0.00%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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.

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 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	7.55%	21.15%	10.00%	0.00%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. 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 for Science divided by the total number of students who participated in a science assessment.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	52	52	100.00%	0.00%	21.15%
Female	24	24	100.00%	0.00%	16.67%
Male	28	28	100.00%	0.00%	25.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	--	--	--	--	--
Hispanic or Latino	50	50	100.00%	0.00%	20.00%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	0	0	0%	0%	0%
English Learners	22	22	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	45	45	100.00%	0.00%	24.44%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with 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.

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

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	--

UC/CSU Course Measure	Percent
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	97%	100%
7	97%	85%	82%	82%	88%

Note: The admistration of the PFT requires only participation results 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.

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 2024–25)

There are many opportunities for parents to become involved in their children's education at Voices College-Bound Language Academies. First of all, Voices has a comprehensive approach to building culture. At the heart of the culture work is trust. We understand that without building environments where trust is continuously fostered, there can be no transformative teaching and learning. All Voices team members are continuously making efforts to build trusting environments with colleagues, students, and parents. With this in mind, school leaders have a strategic approach to parent involvement. It starts with a summer reflection of what worked and what did not work in regards to parent involvement. Based on that reflection, changes or adjustments are made. Parent satisfaction surveys and parent interactions give us the data to reflect on, along with educator input. Activities available for parent involvement throughout the year are informed in our Parent Activities Calendar and/or Parent Culture Calendars. School leaders make efforts to make different types of events available throughout the year. From the ongoing ones like, Cafecitos, ELAC meetings, Volunteering Events, Learning Opportunities, Back to School Night, and Parent-Teacher Conferences, to more cultural celebrations like Plazas, Carnivals, community events, etc. Similarly, Voices is always seeking to find new ways to make the parent experience at our schools more valuable. We understand that having parents as partners is the only way to guarantee long lasting student success.

State Priority: Pupil Engagement

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

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

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with 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.

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 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	0.98%	0.67%	0.00%	0.94%	1.31%	0.00%	3.17%	3.60%	0.00%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%	0.08%	0.00%

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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

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

School Safety Plan (School Year 2024–25)

Voices College-Bound Language Academy at Morgan Hill is committed to its comprehensive safety plan to ensure the safety of all students and staff. The Board approved the 2024-25 safety plan on October 25, 2024. Voices safety plan includes detailed descriptions of the procedures for campus safety. School Administrators reviewed the safety protocols with all staff in August 2024. School leaders, teachers, and staff review and practice emergency drills and student safety, basic first aid, and classroom safety.

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 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

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

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

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

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

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

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

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	0.00	0	0	0
Science	0.00	0	0	0
Social Science	0.00	0	0	0

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

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

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

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19697.00	$10702.00	$8995.00	$73925.00
District	N/A	N/A	--	$104750.00
Percent Difference – School Site and District	N/A	N/A	--	96325.00%
State	N/A	N/A	$10770.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

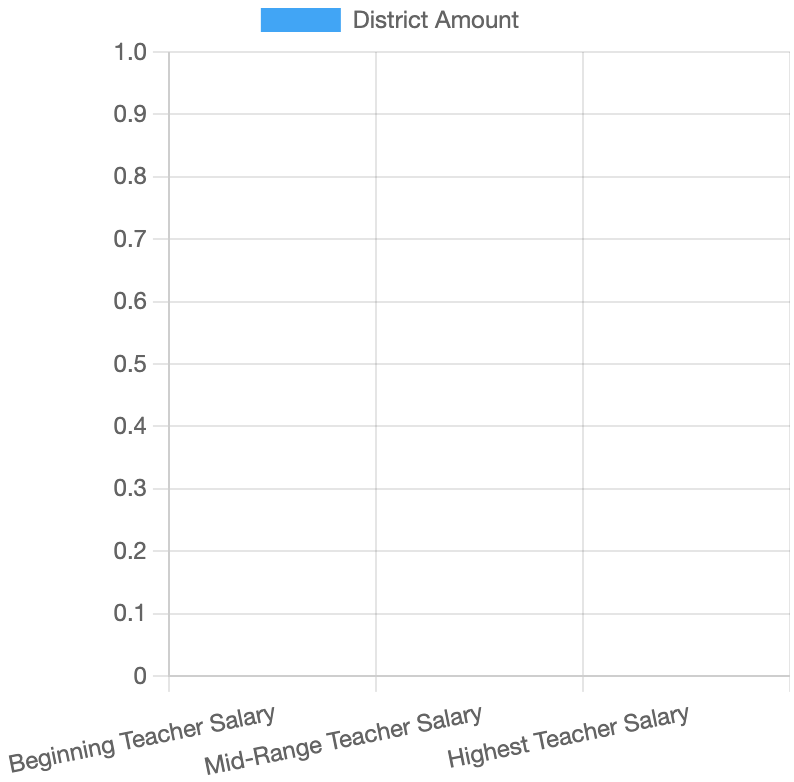
Types of Services Funded (Fiscal Year 2023–24)

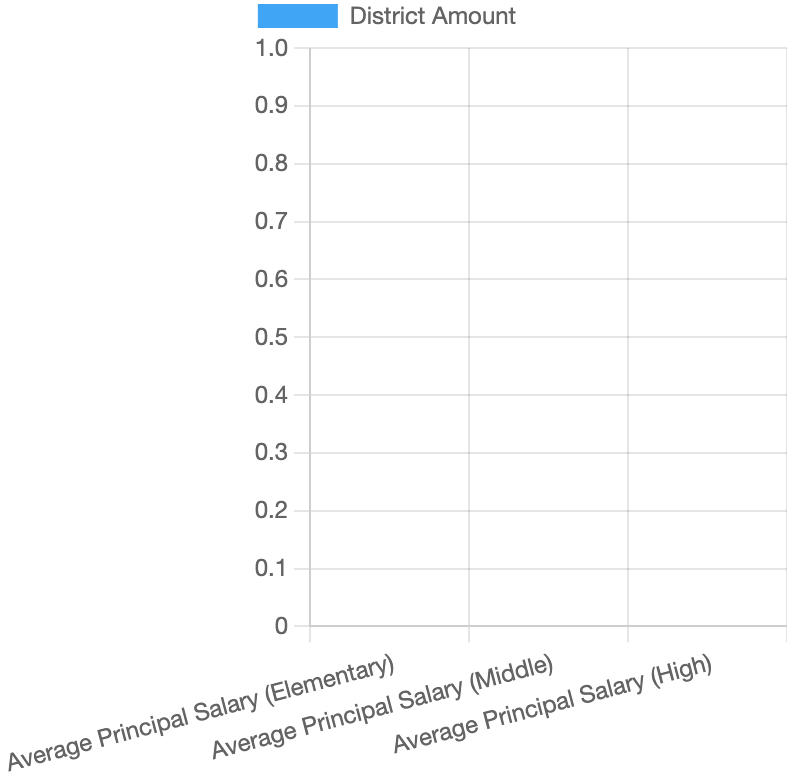
Voices College-Bound Language Academy at Morgan Hill offers a range of programs and services to support and assist students. The school features a dual-language immersion program for English Language Learners, promoting bilingualism while providing academic interventions and supplemental materials for struggling students. English Learners receive designated and integrated ELD training, and support for Students with Disabilities is available through the Special Education department. A Multi-Tiered System of Supports (MTSS) is implemented to address the needs of all students, alongside an effective after-school program and summer school to extend learning opportunities. Students benefit from access to technology resources that enhance their learning experience, while associate teachers offer direct services to those needing additional support. The school maintains small class sizes to ensure individualized attention, utilizes technology-based adaptive intervention programs for personalized learning, and offers enrichment activities to foster overall student development. These initiatives are designed to enhance student achievement, engagement, and well-being in the dual-immersion model.

Teacher and Administrative Salaries (Fiscal Year 2022–23)

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

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





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	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	135	95	102

Coversheet

Approve 24-25 First Interim Financials for Voices FS, WCC, ST, MH, MP

Section: IV. Board Business: Discussion/Action Items
Item: B. Approve 24-25 First Interim Financials for Voices FS, WCC, ST, MH, MP
Purpose: Vote
Submitted by:
Related Material:
Voices_2024-25_First_Interim_Financials_for_December_Board_Meeting - MYP-Multisite.pdf

Voices
Multi-year Projection
As of Oct FY2025

		Year 1 2024-25 Aug Forecast						Year 1 2024-25 Oct Forecast							
		Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total
	SUMMARY														
	Revenue														
	LCFF Entitlement	3,872,991	3,100,356	4,360,745	1,979,599	-	17,403,215	-	4,100,190	3,872,991	3,100,356	4,360,745	1,979,599	-	17,413,882
	Federal Revenue	351,189	304,555	319,816	168,922	-	1,482,912	-	340,087	350,538	304,268	309,394	218,806	-	1,523,094
	Other State Revenues	1,824,935	1,542,546	1,938,204	956,564	-	7,697,959	-	1,794,860	2,158,520	1,691,519	2,167,947	1,267,052	-	9,079,897
	Local Revenues	-	-	92,340	-	861,978	5,855,204	5,001,181	-	-	-	92,340	4,000	861,978	5,959,500
	Fundraising and Grants	28,000	45,000	40,000	3,000	-	551,000	400,000	35,000	28,000	445,000	40,000	3,000	-	951,000
	Total Revenue	**6,077,116**	**4,992,456**	**6,751,105**	**3,108,086**	**861,978**	**32,990,290**	**5,401,181**	**6,270,137**	**6,410,050**	**5,541,143**	**6,970,426**	**3,472,457**	**861,978**	**34,927,372**
	Expenses														
	Compensation and Benefits	3,312,203	2,833,225	3,363,939	1,730,332	-	18,537,676	3,031,262	4,210,970	3,265,930	2,760,909	3,334,822	1,714,197	-	18,318,089
	Books and Supplies	545,388	534,236	536,626	314,275	500	2,535,317	60,758	544,322	550,310	534,236	536,626	314,275	500	2,541,027
	Services and Other Operating Expenditures	2,586,592	2,402,506	2,530,341	1,269,988	8,515	12,012,975	1,869,741	1,614,616	2,649,708	2,482,799	2,556,531	1,354,916	8,515	12,536,827
	Depreciation	11,110	4,606	12,553	3,062	402,295	615,649	-	182,023	24,525	4,606	12,553	3,062	389,925	616,695
	Other Outflows	-	-	-	423	135,778	199,467	-	63,265	-	-	-	423	135,778	199,467
	Total Expenses	**6,455,294**	**5,774,572**	**6,443,460**	**3,318,079**	**547,089**	**33,901,084**	**4,961,761**	**6,615,195**	**6,490,474**	**5,782,550**	**6,440,532**	**3,386,873**	**534,719**	**34,212,104**
	Operating Income	**(378,178)**	**(782,116)**	**307,645**	**(209,993)**	**314,890**	**(910,794)**	**439,420**	**(345,058)**	**(80,424)**	**(241,407)**	**529,894**	**85,584**	**327,260**	**715,268**
	Fund Balance														
	Beginning Balance (Unaudited)	3,254,232	570,345	2,276,644	329,230	3,069,829	15,981,993	2,492,708	3,989,012	3,254,229	570,338	2,362,576	324,656	3,069,829	16,063,347
	Audit Adjustment						-								-
	Beginning Balance (Audited)	3,254,232	570,345	2,276,644	329,230	3,069,829	15,981,993	2,492,708	3,989,012	3,254,229	570,338	2,362,576	324,656	3,069,829	16,063,347
	Operating Income	(378,178)	(782,116)	307,645	(209,993)	314,890	(910,794)	439,420	(345,058)	(80,424)	(241,407)	529,894	85,584	327,260	715,268
	Ending Fund Balance	**2,876,054**	**(211,771)**	**2,584,289**	**119,237**	**3,384,718**	**15,071,198**	**2,932,128**	**3,643,953**	**3,173,805**	**328,930**	**2,892,470**	**410,240**	**3,397,088**	**16,778,615**
	Total Revenue Per ADA	19,742	22,747	21,226	23,702		25,969		21,268	20,823	25,247	21,915	26,481		27,474
	Total Expenses Per ADA	20,970	26,310	20,259	25,304		26,686		22,439	21,085	26,347	20,249	25,828		26,911
	Operating Income Per ADA	(1,229)	(3,563)	967	(1,601)		(717)		(1,170)	(261)	(1,100)	1,666	653		563
	Fund Balance as a % of Expenses	45%	-4%	40%	4%	619%	44%	59%	55%	49%	6%	45%	12%	635%	49%
	Key Assumptions														
	Enrollment Breakdown														
	TK	22	13	19	22	-	98	-	22	22	13	19	22	-	98
	K	23	23	40	26	-	141	-	29	23	23	40	26	-	141
	1	29	26	43	18	-	143	-	27	29	26	43	18	-	143
	2	28	21	46	16	-	156	-	45	28	21	46	16	-	156
	3	45	25	57	24	-	177	-	26	45	25	57	24	-	177
	4	40	32	40	23	-	171	-	36	40	32	40	23	-	171
	5	45	21	39	12	-	152	-	35	45	21	39	12	-	152
	6	25	30	39	-	-	134	-	40	25	30	39	-	-	134
	7	42	21	13	-	-	99	-	24	42	21	13	-	-	100
	8	32	24	6	-	-	95	-	33	32	24	6	-	-	95
	Total Enrolled	**331**	**236**	**342**	**141**	**-**	**1,366**	**-**	**317**	**331**	**236**	**342**	**141**	**-**	**1,367**
	ADA %														
	K-3	93.0%	93.0%	93.0%	93.0%		93.0%		93.0%	93.0%	93.0%	93.0%	93.0%		93.0%
	4-6	93.0%	93.0%	93.0%	93.0%		93.0%		93.0%	93.0%	93.0%	93.0%	93.0%		93.0%
	7-8	93.0%	93.0%	93.0%			93.0%		93.0%	93.0%	93.0%	93.0%			93.0%
	Average ADA %	**93.0%**	**93.0%**	**93.0%**	**93.0%**		**93.0%**		**93.0%**	**93.0%**	**93.0%**	**93.0%**	**93.0%**		**93.0%**
	ADA														
	K-3	136.7	100.4	190.7	98.6	-	665.0	-	138.6	136.7	100.4	190.7	98.6	-	665.0
	4-6	102.3	77.2	109.7	32.6	-	425.0	-	103.2	102.3	77.2	109.7	32.6	-	425.0
	7-8	68.8	41.9	17.7	-	-	180.4	-	53.0	68.8	41.9	17.7	-	-	181.4
	Total ADA	**307.8**	**219.5**	**318.1**	**131.1**	**-**	**1,270.4**	**-**	**294.8**	**307.8**	**219.5**	**318.1**	**131.1**	**-**	**1,271.3**
	REVENUE														
	LCFF Entitlement														
8011	Charter Schools General Purpose Entitlement - State Aid	1,871,807	2,122,039	3,213,407	1,709,679	-	11,461,348	-	2,550,193	1,871,807	2,122,039	3,213,407	1,709,679	-	11,467,125
8012	Education Protection Account Entitlement	61,566	43,896	63,612	26,226	-	740,149	-	546,573	61,566	43,896	63,612	26,226	-	741,873
8096	Charter Schools in Lieu of Property Taxes	1,939,618	934,421	1,083,726	243,695	-	5,201,718	-	1,003,424	1,939,618	934,421	1,083,726	243,695	-	5,204,884
	SUBTOTAL - LCFF Entitlement	**3,872,991**	**3,100,356**	**4,360,745**	**1,979,599**	**-**	**17,403,215**	**-**	**4,100,190**	**3,872,991**	**3,100,356**	**4,360,745**	**1,979,599**	**-**	**17,413,882**
	Federal Revenue														
8181	Special Education - Entitlement	44,328	36,337	45,801	18,883	-	192,858	-	48,240	41,616	34,704	41,616	16,848	-	183,024
8182	Special Education Reimbursement	3,580	2,553	3,699	1,525	-	14,775	-	3,896	3,361	2,803	3,361	1,361	-	14,782
8220	Child Nutrition Programs	162,613	148,203	140,422	79,335	-	678,595	-	148,469	162,613	148,203	140,422	79,335	-	679,043
8291	Title I	98,873	80,556	81,327	33,158	-	391,588	-	97,674	98,873	80,556	81,327	33,158	-	391,588
8292	Title II	10,369	8,204	10,395	4,112	-	44,699	-	11,619	10,369	8,204	10,395	4,112	-	44,699
8293	Title III	21,426	18,702	28,172	8,804	-	97,293	-	20,189	23,706	19,798	22,273	5,992	-	91,958
8294	Title IV	10,000	10,000	10,000	10,000	-	50,000	-	10,000	10,000	10,000	10,000	10,000	-	50,000
8299	All Other Federal Revenue	-	-	-	13,105	-	13,105	-	-	-	-	-	68,000	-	68,000
	SUBTOTAL - Federal Revenue	**351,189**	**304,555**	**319,816**	**168,922**	**-**	**1,482,912**	**-**	**340,087**	**350,538**	**304,268**	**309,394**	**218,806**	**-**	**1,523,094**
	Other State Revenue														
8381	Special Education (State)	273,045	223,826	282,119	116,312	-	1,188,082	-	292,780	273,045	223,826	282,119	116,312	-	1,188,082
8382	Special Education (ERMHS)	24,537	17,495	22,582	9,310	-	97,350	-	23,499	24,537	17,495	25,353	9,310	-	100,195
8520	Child Nutrition - State	85,586	111,803	105,933	59,850	-	474,835	-	112,003	85,586	111,803	105,933	59,850	-	475,173
8545	School Facilities Apportionments	419,923	283,643	411,042	169,465	-	1,408,702	-	127,145	419,923	283,643	411,042	169,465	-	1,411,217
8550	Mandated Cost Reimbursements	5,271	4,127	5,151	2,066	-	22,702	-	6,086	5,271	4,127	5,151	2,066	-	22,702
8560	State Lottery Revenue	87,774	62,582	90,691	37,390	-	362,233	-	84,061	87,774	62,582	90,691	37,390	-	362,498
8590	All Other State Revenue	418,150	418,150	391,428	311,260	-	1,778,988	-	595,958	751,735	567,123	618,400	609,490	-	3,142,706
8591	Prop 28 Arts & Music in Schools	46,228	38,612	48,181	19,502	-	206,253	-	53,730	46,228	38,612	48,181	19,502	-	206,253
8593	Expanded Learning Opportunities Program	464,421	382,309	581,077	231,409	-	2,158,814	-	499,598	464,421	382,309	581,077	243,666	-	2,171,071
	SUBTOTAL - Other State Revenue	**1,824,935**	**1,542,546**	**1,938,204**	**956,564**	**-**	**7,697,959**	**-**	**1,794,860**	**2,158,520**	**1,691,519**	**2,167,947**	**1,267,052**	**-**	**9,079,897**
	Local Revenue														
8660	Interest	-	-	-	-	2,400	242,400	240,000	-	-	-	-	4,000	2,400	246,400
8699	All Other Local Revenue	-	-	92,340	-	859,578	3,751,918	2,800,000	-	-	-	92,340	-	859,578	3,751,918
8721	CMO Fees Revenue	-	-	-	-	-	1,860,886	1,961,181	-	-	-	-	-	-	1,961,181
	SUBTOTAL - Local Revenue	**-**	**-**	**92,340**	**-**	**861,978**	**5,855,204**	**5,001,181**	**-**	**-**	**-**	**92,340**	**4,000**	**861,978**	**5,959,500**
	Fundraising and Grants														
8802	Donations - Private	-	-	-	-	-	400,000	400,000	-	-	-	-	-	-	400,000
8803	Fundraising	28,000	45,000	40,000	3,000	-	151,000	-	35,000	28,000	445,000	40,000	3,000	-	551,000
	SUBTOTAL - Fundraising and Grants	**28,000**	**45,000**	**40,000**	**3,000**	**-**	**551,000**	**400,000**	**35,000**	**28,000**	**445,000**	**40,000**	**3,000**	**-**	**951,000**
	TOTAL REVENUE	**6,077,116**	**4,992,456**	**6,751,105**	**3,108,086**	**861,978**	**32,990,290**	**5,401,181**	**6,270,137**	**6,410,050**	**5,541,143**	**6,970,426**	**3,472,457**	**861,978**	**34,927,372**
	EXPENSES														
	Compensation & Benefits														
	Certificated Salaries														
1100	Teachers Salaries	1,112,948	795,356	1,156,116	596,917	-	5,067,921	-	1,438,535	1,104,910	778,275	1,180,191	564,185	-	5,066,095
1103	Substitute/Flex	60,000	50,000	50,000	40,000	-	260,000	-	60,000	60,000	50,000	50,000	130,000	-	350,000
1148	Teacher - Special Ed	161,366	179,770	226,890	83,943	-	934,620	-	282,651	161,366	179,770	226,108	83,943	-	933,838
1200	Certificated Pupil Support Salaries	202,736	196,151	185,030	90,989	-	1,075,025	187,696	212,423	202,736	196,151	160,078	41,267	-	1,000,351
1300	Certificated Supervisor & Administrator Salaries	130,655	124,923	133,167	76,767	-	1,091,199	493,478	132,209	130,655	124,923	133,167	66,105	-	1,080,537
	SUBTOTAL - Certificated Salaries	**1,667,705**	**1,346,200**	**1,751,203**	**888,616**	**-**	**8,428,765**	**681,174**	**2,125,818**	**1,659,667**	**1,329,119**	**1,749,543**	**885,499**	**-**	**8,430,821**
	Classified Salaries														
2100	Assoc. Teacher	270,030	248,718	272,266	253,344	-	1,415,169	-	374,060	261,609	235,488	272,266	244,960	-	1,388,383
2105	Special Ed AT	256,064	290,256	421,965	34,900	-	1,564,009	-	483,688	233,644	261,092	407,618	34,900	-	1,420,942
2200	Classified Support Salaries	38,820	80,280	39,882	72,410	-	327,492	46,500	95,600	38,820	77,483	39,882	72,410	-	370,695
2300	Classified Supervisor & Administrator Salaries	202,355	193,496	204,064	92,909	-	2,440,798	1,479,233	201,846	202,355	193,496	204,064	92,909	-	2,373,903
2400	Office Support Staff	150,533	140,793	122,673	91,661	-	1,090,390	392,261	198,982	152,517	142,777	124,657	109,645	-	1,120,839
2928	Other Classified - Food	39,300	18,900	37,540	12,000	-	128,560	-	20,820	39,300	18,900	37,540	12,000	-	128,560
2930	Other Classified - Maintenance/grounds	46,440	33,600	34,464	18,740	-	166,396	-	33,152	46,440	33,600	34,464	18,740	-	166,396
	SUBTOTAL - Classified Salaries	**1,003,541**	**1,006,043**	**1,132,854**	**575,964**	**-**	**7,132,814**	**1,917,995**	**1,408,148**	**974,685**	**962,836**	**1,120,492**	**585,564**	**-**	**6,969,719**
	Employee Benefits														
3100	STRS	269,320	177,731	27,874	25,976	-	752,535	-	257,735	267,785	183,936	-	-	-	709,456
3300	OASDI-Medicare-Alternative	116,927	122,254	211,582	103,608	-	936,196	188,850	186,686	114,603	115,628	219,558	112,536	-	937,861
3400	Health & Welfare Benefits	182,833	117,474	127,375	80,631	-	779,265	132,310	138,068	178,390	109,157	126,095	72,833	-	756,853
3500	Unemployment Insurance	16,928	15,438	19,020	10,456	-	93,523	9,941	22,108	16,928	17,084	19,852	10,604	-	96,516
3600	Workers Comp Insurance	30,081	26,489	32,478	16,493	-	175,240	29,269	39,796	29,666	25,810	32,320	16,566	-	173,426
3900	Other Employee Benefits	24,868	21,596	61,554	28,589	-	239,339	71,721	32,611	24,207	17,341	66,963	30,595	-	243,438
	SUBTOTAL - Employee Benefits	**640,957**	**480,982**	**479,883**	**265,752**	**-**	**2,976,097**	**432,093**	**677,004**	**631,578**	**468,955**	**464,787**	**243,134**	**-**	**2,917,550**
	Books & Supplies														
4100	Approved Textbooks & Core Curricula Materials	53,550	57,500	41,110	47,000	-	334,860	1,200	134,500	53,550	57,500	41,110	47,000	-	334,860
4315	Custodial Supplies	6,500	15,000	6,500	5,000	-	38,000	-	5,000	6,500	15,000	6,500	5,000	-	38,000
4320	Educational Software	26,480	9,480	2,141	2,640	-	51,341	-	10,600	26,480	9,480	2,141	2,640	-	51,341
4325	Instructional Materials & Supplies	23,750	26,750	19,750	16,000	-	108,000	-	21,750	23,750	26,750	19,750	16,000	-	108,000
4330	Office Supplies	17,322	22,000	18,400	10,700	500	101,200	11,278	21,000	17,322	22,000	18,400	10,700	500	101,200
4350	Uniforms	21,500	22,000	15,670	15,000	-	94,170	-	20,000	24,422	22,000	15,670	15,000	-	97,092
4410	Classroom Furniture, Equipment & Supplies	3,000	15,000	65,000	20,000	-	113,000	-	10,000	3,000	15,000	65,000	20,000	-	113,000
4420	Tech Hardware & Supplies	68,500	59,000	70,000	32,500	-	274,778	23,778	21,000	68,500	59,000	70,000	32,500	-	274,778
4430	Non Classroom Related Furniture, Equipment & Supplies	3,500	7,500	6,700	11,250	-	35,458	1,008	5,500	5,500	7,500	6,700	11,250	-	37,458
4710	Student Food Services	285,287	260,006	246,355	139,185	-	1,190,517	-	260,472	285,287	260,006	246,355	139,185	-	1,191,304
4720	Other Food	36,000	40,000	45,000	15,000	-	193,994	23,494	34,500	36,000	40,000	45,000	15,000	-	193,994
	SUBTOTAL - Books and Supplies	**545,388**	**534,236**	**536,626**	**314,275**	**500**	**2,535,317**	**60,758**	**544,322**	**550,310**	**534,236**	**536,626**	**314,275**	**500**	**2,541,027**
	Services & Other Operating Expenses														
5210	Conferences and Related Travel	2,000	13,144	16,000	4,500	-	98,134	50,491	12,000	2,000	13,144	16,000	4,500	-	98,134
5215	Local Travel (Mileage, Parking, Tolls)	250	505	6,000	18,000	-	137,911	112,456	700	250	505	6,000	18,000	-	137,911
5305	Dues & Membership - Professional	5,015	3,575	5,241	2,136	-	45,315	24,460	4,903	5,015	3,575	5,241	2,136	-	45,330
5450	Insurance - Other	45,195	40,705	40,943	20,411	-	244,627	43,912	53,629	45,195	40,705	40,943	20,411	-	244,796
5515	Janitorial, Gardening Services	5,000	8,000	8,000	3,000	-	29,303	303	5,000	5,000	8,000	8,000	3,000	-	29,303
5535	Utilities - All Utilities	70,000	5,000	76,500	30,060	-	247,034	3,656	61,818	70,000	5,000	76,500	30,060	-	247,034
5605	Equipment Leases	9,000	21,500	21,000	8,000	-	83,000	3,500	20,000	9,000	21,500	21,000	8,000	-	83,000
5610	Rent	859,578	754,000	661,812	363,780	-	2,721,285	70,128	-	859,578	754,000	661,812	363,780	-	2,709,298
5615	Repairs and Maintenance - Building	5,000	190,000	100,000	35,000	-	351,158	1,158	20,000	5,000	190,000	100,000	35,000	-	351,158
5803	Accounting Fees	-	-	-	-	8,300	63,300	55,000	-	-	-	-	-	8,300	63,300
5809	Banking Fees	-	-	-	-	115	2,115	2,000	-	-	-	-	-	115	2,115
5812	Business Services	-	-	-	-	-	289,402	289,402	-	-	-	-	-	-	289,402
5815	Consultants - Instructional	561,620	547,120	538,600	262,500	-	2,436,059	-	522,219	561,620	547,120	538,600	262,500	-	2,432,059
5820	Consultants - Non-Instructional	41,000	14,000	33,080	16,000	-	317,905	199,725	14,100	41,000	14,000	33,080	71,260	-	373,165
5824	Authorizer Oversight Fees	38,730	31,004	43,607	19,796	-	174,032	-	41,002	38,730	31,004	43,607	19,796	-	174,139
5830	Field Trips	28,000	45,000	55,000	3,000	-	164,000	-	33,000	28,000	45,000	55,000	3,000	-	164,000
5833	Taxes, Fines, and Penalties	1,250	1,000	1,070	10,000	100	13,420	-	-	1,250	1,000	1,070	10,000	100	13,420
5836	Fingerprinting	600	1,000	1,100	1,100	-	6,080	1,280	1,000	600	1,000	1,100	1,100	-	6,080
5839	Fundraising Expenses	-	4,800	-	-	-	4,800	-	-	-	4,800	-	-	-	4,800
5845	Legal Fees	-	-	-	-	-	101,000	101,000	-	-	-	-	-	-	101,000
5848	Tech Licenses & Software	24,000	18,500	20,500	9,000	-	210,000	122,900	15,100	24,000	18,500	20,500	9,000	-	210,000
5851	Marketing and Student Recruiting	2,000	3,000	2,000	3,000	-	54,500	41,500	3,000	2,000	3,000	2,000	3,000	-	54,500

		Year 1 2024-25 Comparison: Oct Forecast vs Aug Forecast								Year 2 2025-26 Oct Forecast								Year 3 2026-27 Forecast							
		Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total
	SUMMARY																								
	Revenue																								
	LCFF Entitlement	-	10,667	-	-	-	-	-	10,667	-	4,658,713	4,256,147	3,776,078	5,157,097	2,787,989	-	20,636,025	-	5,099,753	4,581,578	4,396,862	5,883,988	3,688,287	-	23,650,468
	Federal Revenue	-	1,657	(651)	(286)	(10,422)	49,884	-	40,182	-	328,265	356,398	300,942	319,047	180,541	-	1,485,193	-	339,870	361,442	308,468	328,402	219,716	-	1,557,898
	Other State Revenues	-	359,150	333,585	148,973	229,742	310,487	-	1,381,938	-	1,433,512	1,949,096	1,650,141	2,169,231	1,198,445	-	8,400,425	-	1,529,238	2,082,527	1,848,398	2,286,417	1,447,461	-	9,194,040
	Local Revenues	100,295	-	-	-	-	4,000	-	104,295	3,597,381	-	-	-	106,110	4,000	1,055,316	4,762,807	4,712,313	-	-	-	117,720	4,000	1,076,374	5,910,407
	Fundraising and Grants	-	-	-	400,000	-	-	-	400,000	400,000	35,000	28,000	645,000	40,000	3,000	-	1,151,000	400,000	35,000	28,000	445,000	40,000	3,000	-	951,000
	Total Revenue	**100,295**	**371,474**	**332,934**	**548,687**	**219,321**	**364,371**	**-**	**1,937,082**	**3,997,381**	**6,455,491**	**6,589,642**	**6,372,161**	**7,791,485**	**4,173,975**	**1,055,316**	**36,435,450**	**5,112,313**	**7,003,861**	**7,053,546**	**6,998,728**	**8,656,527**	**5,362,464**	**1,076,374**	**41,263,814**
	Expenses																								
	Compensation and Benefits	14,984	40,762	46,273	72,316	29,117	16,135	-	219,587	3,335,567	3,779,043	3,419,627	3,048,294	3,765,502	2,121,385	-	19,469,417	3,465,512	3,875,833	3,663,925	3,366,295	4,130,743	2,836,101	-	21,338,410
	Books and Supplies	-	(787)	(4,922)	-	-	-	-	(5,709)	60,154	437,860	539,249	519,984	478,818	333,915	500	2,370,480	60,755	442,238	544,642	525,184	483,606	389,390	500	2,446,316
	Services and Other Operating Expenditures	(388,013)	118,689	(63,116)	(80,294)	(26,190)	(84,929)	-	(523,852)	2,033,395	1,957,404	3,017,105	2,758,502	3,065,344	1,609,462	8,515	14,449,726	1,859,883	2,174,704	3,115,607	3,000,707	3,375,798	1,976,203	8,515	15,511,417
	Depreciation	-	-	(13,415)	-	-	-	12,370	(1,045)	-	181,683	25,628	4,011	12,553	255	425,373	649,503	-	181,343	25,101	3,714	12,553	-	425,373	648,084
	Other Outflows	-	-	-	-	-	-	-	-	-	63,898	-	-	-	185	127,936	192,019	-	64,537	-	-	-	-	127,936	192,473
	Total Expenses	**(373,029)**	**158,664**	**(35,180)**	**(7,978)**	**2,928**	**(68,794)**	**12,370**	**(311,019)**	**5,429,115**	**6,419,887**	**7,001,610**	**6,330,791**	**7,322,217**	**4,065,202**	**562,324**	**37,131,145**	**5,386,151**	**6,738,656**	**7,349,275**	**6,895,900**	**8,002,701**	**5,201,694**	**562,324**	**40,136,700**
	Operating Income	**(272,734)**	**530,137**	**297,755**	**540,709**	**222,249**	**295,577**	**12,370**	**1,626,063**	**(1,431,734)**	**35,604**	**(411,968)**	**41,370**	**469,268**	**108,772**	**492,992**	**(695,695)**	**(273,838)**	**265,205**	**(295,728)**	**102,828**	**653,826**	**160,769**	**514,051**	**1,127,113**
	Fund Balance																								
	Beginning Balance (Unaudited)	-	6	(3)	(7)	85,932	(4,574)	-	81,354	2,932,128	3,643,953	3,173,805	328,930	2,892,470	410,240	3,397,088	16,778,615	1,500,394	3,679,557	2,761,837	370,301	3,361,738	519,013	3,890,081	16,082,920
	Audit Adjustment	-	-	-	-	-	-	-	-								-								-
	Beginning Balance (Audited)	-	6	(3)	(7)	85,932	(4,574)	-	81,354	2,932,128	3,643,953	3,173,805	328,930	2,892,470	410,240	3,397,088	16,778,615	1,500,394	3,679,557	2,761,837	370,301	3,361,738	519,013	3,890,081	16,082,920
	Operating Income	(272,734)	530,137	297,755	540,709	222,249	295,577	12,370	1,626,063	(1,431,734)	35,604	(411,968)	41,370	469,268	108,772	492,992	(695,695)	(273,838)	265,205	(295,728)	102,828	653,826	160,769	514,051	1,127,113
	Ending Fund Balance	**(272,734)**	**530,143**	**297,752**	**540,701**	**308,181**	**291,004**	**12,370**	**1,707,417**	**1,500,394**	**3,679,557**	**2,761,837**	**370,301**	**3,361,738**	**519,013**	**3,890,081**	**16,082,920**	**1,226,556**	**3,944,762**	**2,466,109**	**473,128**	**4,015,565**	**679,782**	**4,404,131**	**17,210,033**
	Total Revenue Per ADA	-	1,197	1,082	2,500	690	2,779	-	8,246		20,659	20,073	24,916	21,318	23,016		25,243		21,036	20,666	24,276	21,349	22,972		25,766
	Total Expenses Per ADA	-	611	(114)	(36)	9	(525)	-	(55)		20,545	21,328	24,754	20,034	22,416		25,725		20,240	21,533	23,919	19,736	22,284		25,063
	Operating Income Per ADA	-	1,808	967	2,464	699	2,254	-	8,191		114	(1,255)	162	1,284	600		(482)		797	(866)	357	1,612	689		704
	Fund Balance as a % of Expenses	-11%	9%	4%	9%	5%	9%	17%	42%	28%	57%	39%	6%	46%	13%	692%	43%	23%	59%	34%	7%	50%	13%	783%	43%
	Key Assumptions																								
	Enrollment Breakdown																								
	TK	-	-	-	-	-	-	-	-	-	36	20	20	20	20	-	116	-	36	20	20	20	20	-	116
	K	-	-	-	-	-	-	-	-	-	36	56	56	56	56	-	260	-	44	56	56	56	56	-	268
	1	-	-	-	-	-	-	-	-	-	30	23	23	40	26	-	142	-	36	56	56	56	56	-	260
	2	-	-	-	-	-	-	-	-	-	28	29	26	43	18	-	144	-	30	23	23	40	26	-	142
	3	-	-	-	-	-	-	-	-	-	44	28	21	46	16	-	155	-	28	29	26	43	18	-	144
	4	-	-	-	-	-	-	-	-	-	28	45	25	57	24	-	179	-	44	28	21	46	16	-	155
	5	-	-	-	-	-	-	-	-	-	36	40	32	40	23	-	171	-	28	45	25	57	24	-	179
	6	-	-	-	-	-	-	-	-	-	36	45	21	39	12	-	153	-	36	40	32	40	23	-	171
	7	-	1	-	-	-	-	-	1	-	40	25	30	39	-	-	134	-	36	45	21	39	12	-	153
	8	-	-	-	-	-	-	-	-	-	22	42	21	13	-	-	98	-	40	25	30	39	-	-	134
	Total Enrolled	**-**	**1**	**-**	**-**	**-**	**-**	**-**	**1**	**-**	**336**	**353**	**275**	**393**	**195**	**-**	**1,552**	**-**	**358**	**367**	**310**	**436**	**251**	**-**	**1,722**
	ADA %																								
	K-3										93.0%	93.0%	93.0%	93.0%	93.0%		93.0%		93.0%	93.0%	93.0%	93.0%	93.0%		93.0%
	4-6										93.0%	93.0%	93.0%	93.0%	93.0%		93.0%		93.0%	93.0%	93.0%	93.0%	93.0%		93.0%
	7-8		93.0%						93.0%		93.0%	93.0%	93.0%	93.0%			93.0%		93.0%	93.0%	93.0%	93.0%	93.0%		93.0%
	Average ADA %		**93.0%**						**93.0%**		**93.0%**	**93.0%**	**93.0%**	**93.0%**	**93.0%**		**93.0%**		**93.0%**	**93.0%**	**93.0%**	**93.0%**	**93.0%**		**93.0%**
	ADA																								
	K-3	-	-	-	-	-	-	-	-	-	161.8	145.1	135.8	190.7	126.5	-	759.8	-	161.8	171.1	168.3	200.0	163.7	-	864.9
	4-6	-	-	-	-	-	-	-	-	-	93.0	120.9	72.5	126.5	54.9	-	467.8	-	100.4	105.1	72.5	133.0	58.6	-	469.7
	7-8	-	0.9	-	-	-	-	-	0.9	-	57.7	62.3	47.4	48.4	-	-	215.8	-	70.7	65.1	47.4	72.5	11.2	-	266.9
	Total ADA	**-**	**0.9**	**-**	**-**	**-**	**-**	**-**	**0.9**	**-**	**312.5**	**328.3**	**255.8**	**365.5**	**181.4**	**-**	**1,443.4**	**-**	**332.9**	**341.3**	**288.3**	**405.5**	**233.4**	**-**	**1,601.5**
	REVENUE																								
	LCFF Entitlement																								
8011	Charter Schools General Purpose Entitlement - State Aid	-	5,777	-	-	-	-	-	5,777	-	2,998,839	2,121,954	2,636,090	3,838,665	2,410,964	-	14,006,513	-	3,311,628	2,362,742	3,111,785	4,421,300	3,186,396	-	16,393,852
8012	Education Protection Account Entitlement	-	1,724	-	-	-	-	-	1,724	-	596,308	65,658	51,150	73,098	36,270	-	822,484	-	654,920	68,262	57,660	81,096	46,686	-	908,624
8096	Charter Schools in Lieu of Property Taxes	-	3,165	-	-	-	-	-	3,165	-	1,063,566	2,068,536	1,088,838	1,245,334	340,755	-	5,807,029	-	1,133,205	2,150,574	1,227,417	1,381,592	455,205	-	6,347,992
	SUBTOTAL - LCFF Entitlement	**-**	**10,667**	**-**	**-**	**-**	**-**	**-**	**10,667**	**-**	**4,658,713**	**4,256,147**	**3,776,078**	**5,157,097**	**2,787,989**	**-**	**20,636,025**	**-**	**5,099,753**	**4,581,578**	**4,396,862**	**5,883,988**	**3,688,287**	**-**	**23,650,468**
	Federal Revenue																								
8181	Special Education - Entitlement	-	730	(2,712)	(1,633)	(4,185)	(2,035)	-	(9,834)	-	45,648	47,664	33,984	49,248	20,304	-	196,848	-	48,384	50,832	39,600	56,592	28,080	-	223,488
8182	Special Education Reimbursement	-	478	(219)	250	(338)	(164)	-	7	-	3,687	3,850	2,745	3,977	1,640	-	15,898	-	3,908	4,105	3,198	4,571	2,268	-	18,050
8220	Child Nutrition Programs	-	449	-	-	-	-	-	449	-	146,499	161,937	145,655	141,826	105,335	-	701,253	-	147,964	163,556	147,112	143,245	136,106	-	737,983
8291	Title I	-	-	-	-	-	-	-	-	-	92,316	98,873	80,556	81,327	33,158	-	386,230	-	97,674	98,873	80,556	81,327	33,158	-	391,588
8292	Title II	-	-	-	-	-	-	-	-	-	10,982	10,369	8,204	10,395	4,112	-	44,062	-	11,619	10,369	8,204	10,395	4,112	-	44,699
8293	Title III	-	-	2,280	1,096	(5,899)	(2,812)	-	(5,335)	-	19,133	23,706	19,798	22,273	5,992	-	90,902	-	20,321	23,706	19,798	22,273	5,992	-	92,090
8294	Title IV	-	-	-	-	-	-	-	-	-	10,000	10,000	10,000	10,000	10,000	-	50,000	-	10,000	10,000	10,000	10,000	10,000	-	50,000
8299	All Other Federal Revenue	-	-	-	-	-	54,895	-	54,895	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	SUBTOTAL - Federal Revenue	**-**	**1,657**	**(651)**	**(286)**	**(10,422)**	**49,884**	**-**	**40,182**	**-**	**328,265**	**356,398**	**300,942**	**319,047**	**180,541**	**-**	**1,485,193**	**-**	**339,870**	**361,442**	**308,468**	**328,402**	**219,716**	**-**	**1,557,898**
	Other State Revenue																								
8381	Special Education (State)	-	-	-	-	-	-	-	-	-	277,295	291,193	226,850	324,190	160,857	-	1,280,385	-	295,451	302,742	255,722	359,661	207,052	-	1,420,628
8382	Special Education (ERMHS)	-	74	-	-	2,770	-	-	2,845	-	24,908	26,168	20,386	29,133	14,455	-	115,051	-	26,539	27,206	22,981	32,321	18,607	-	127,653
8520	Child Nutrition - State	-	338	-	-	-	-	-	338	-	110,517	85,230	109,880	106,992	79,463	-	492,082	-	111,622	86,082	110,979	108,062	102,676	-	519,422
8545	School Facilities Apportionments	-	2,515	-	-	-	-	-	2,515	-	129,709	436,694	340,200	438,405	241,233	-	1,586,241	-	132,326	467,997	395,310	425,925	255,649	-	1,677,207
8550	Mandated Cost Reimbursements	-	-	-	-	-	-	-	-	-	6,088	6,357	4,532	6,568	2,708	-	26,253	-	6,653	6,989	5,445	7,781	3,861	-	30,729
8560	State Lottery Revenue	-	265	-	-	-	-	-	265	-	89,100	93,608	72,924	104,215	51,710	-	411,556	-	94,934	97,320	82,205	115,618	66,560	-	456,636
8590	All Other State Revenue	-	355,958	333,585	148,973	226,972	298,230	-	1,363,718	-	240,000	418,150	418,150	391,428	311,260	-	1,778,988	-	240,000	418,150	418,150	391,428	311,260	-	1,778,988
8591	Prop 28 Arts & Music in Schools	-	-	-	-	-	-	-	-	-	52,595	55,161	39,174	59,200	24,364	-	230,494	-	55,714	58,847	45,680	68,051	33,703	-	261,994
8593	Expanded Learning Opportunities Program	-	-	-	-	-	12,257	-	12,257	-	503,301	536,536	418,043	709,101	312,394	-	2,479,375	-	566,000	617,193	511,926	777,571	448,093	-	2,920,783
	SUBTOTAL - Other State Revenue	**-**	**359,150**	**333,585**	**148,973**	**229,742**	**310,487**	**-**	**1,381,938**	**-**	**1,433,512**	**1,949,096**	**1,650,141**	**2,169,231**	**1,198,445**	**-**	**8,400,425**	**-**	**1,529,238**	**2,082,527**	**1,848,398**	**2,286,417**	**1,447,461**	**-**	**9,194,040**
	Local Revenue																								
8660	Interest	-	-	-	-	-	4,000	-	4,000	240,000	-	-	-	-	4,000	2,400	246,400	240,000	-	-	-	-	4,000	2,400	246,400
8699	All Other Local Revenue	-	-	-	-	-	-	-	-	-	-	-	-	106,110	-	1,052,916	1,159,026	-	-	-	-	117,720	-	1,073,974	1,191,694
8721	CMO Fees Revenue	100,295	-	-	-	-	-	-	100,295	3,357,381	-	-	-	-	-	-	3,357,381	4,472,313	-	-	-	-	-	-	4,472,313
	SUBTOTAL - Local Revenue	**100,295**	**-**	**-**	**-**	**-**	**4,000**	**-**	**104,295**	**3,597,381**	**-**	**-**	**-**	**106,110**	**4,000**	**1,055,316**	**4,762,807**	**4,712,313**	**-**	**-**	**-**	**117,720**	**4,000**	**1,076,374**	**5,910,407**
	Fundraising and Grants																								
8802	Donations - Private	-	-	-	-	-	-	-	-	400,000	-	-	-	-	-	-	400,000	400,000	-	-	-	-	-	-	400,000
8803	Fundraising	-	-	-	400,000	-	-	-	400,000	-	35,000	28,000	645,000	40,000	3,000	-	751,000	-	35,000	28,000	445,000	40,000	3,000	-	551,000
	SUBTOTAL - Fundraising and Grants	**-**	**-**	**-**	**400,000**	**-**	**-**	**-**	**400,000**	**400,000**	**35,000**	**28,000**	**645,000**	**40,000**	**3,000**	**-**	**1,151,000**	**400,000**	**35,000**	**28,000**	**445,000**	**40,000**	**3,000**	**-**	**951,000**
	TOTAL REVENUE	**100,295**	**371,474**	**332,934**	**548,687**	**219,321**	**364,371**	**-**	**1,937,082**	**3,997,381**	**6,455,491**	**6,589,642**	**6,372,161**	**7,791,485**	**4,173,975**	**1,055,316**	**36,435,450**	**5,112,313**	**7,003,861**	**7,053,546**	**6,998,728**	**8,656,527**	**5,362,464**	**1,076,374**	**41,263,814**
	EXPENSES																								
	Compensation & Benefits																								
	Certificated Salaries																								
1100	Teachers Salaries	-	(31,950)	8,038	17,081	(24,075)	32,732	-	1,826	-	1,255,470	1,149,107	920,889	1,309,531	699,849	-	5,334,847	-	1,305,689	1,269,025	1,034,278	1,520,060	882,088	-	6,011,141
1103	Substitute/Flex	-	-	-	-	-	(90,000)	-	(90,000)	-	62,400	62,400	52,000	52,000	83,200	-	312,000	-	64,896	64,896	54,080	54,080	86,528	-	324,480
1148	Teacher - Special Ed	-	-	-	-	782	-	-	782	-	180,918	167,821	184,145	235,152	101,077	-	869,113	-	188,155	174,533	266,771	244,558	183,099	-	1,057,117
1200	Certificated Pupil Support Salaries	-	-	-	-	24,952	49,722	-	74,674	195,204	220,920	210,845	203,997	265,599	131,433	-	1,227,998	203,012	229,757	219,279	212,157	276,223	279,101	-	1,419,529
1300	Certificated Supervisor & Administrator Salaries	-	-	-	-	-	10,662	-	10,662	513,217	137,497	135,881	129,920	138,494	137,498	-	1,192,508	533,746	142,997	141,316	135,117	144,033	142,998	-	1,240,208
	SUBTOTAL - Certificated Salaries	**-**	**(31,950)**	**8,038**	**17,081**	**1,659**	**3,116**	**-**	**(2,056)**	**708,421**	**1,857,206**	**1,726,054**	**1,490,951**	**2,000,776**	**1,153,057**	**-**	**8,936,465**	**736,758**	**1,931,494**	**1,869,051**	**1,702,402**	**2,238,955**	**1,573,815**	**-**	**10,052,475**
	Classified Salaries																								
2100	Assoc. Teacher	-	(3,248)	8,421	13,229	-	8,384	-	26,786	-	320,251	282,437	252,476	283,157	256,614	-	1,394,934	-	356,683	293,734	262,575	318,105	289,878	-	1,520,976
2105	Special Ed AT	-	77,136	22,420	29,164	14,346	-	-	143,067	-	417,340	251,643	294,378	438,710	79,560	-	1,481,631	-	381,787	261,708	306,153	456,259	117,238	-	1,523,146
2200	Classified Support Salaries	(46,500)	500	-	2,797	-	-	-	(43,203)	48,360	99,424	40,373	83,491	53,783	76,210	-	401,641	50,294	83,737	53,936	86,831	55,935	96,106	-	426,839
2300	Classified Supervisor & Administrator Salaries	66,894	-	-	-	-	-	-	66,894	1,691,826	209,920	210,449	201,236	212,227	96,625	-	2,622,283	1,759,499	218,317	218,867	209,285	220,716	100,490	-	2,727,174
2400	Office Support Staff	(4,529)	(1,984)	(1,984)	(1,984)	(1,984)	(17,984)	-	(30,449)	415,002	206,941	158,618	148,488	178,661	114,031	-	1,221,741	431,602	215,219	164,962	154,428	185,808	172,506	-	1,324,524
2928	Other Classified - Food	-	-	-	-	-	-	-	-	-	21,653	40,872	19,656	39,042	12,480	-	133,702	-	22,519	42,507	20,442	40,603	34,310	-	160,381
2930	Other Classified - Maintenance/grounds	-	-	-	-	-	-	-	-	-	34,478	48,298	34,944	35,843	19,490	-	173,052	-	35,857	50,230	36,342	37,276	20,269	-	179,974
	SUBTOTAL - Classified Salaries	**15,865**	**72,404**	**28,857**	**43,207**	**12,362**	**(9,600)**	**-**	**163,095**	**2,155,188**	**1,310,007**	**1,032,688**	**1,034,670**	**1,241,422**	**655,009**	**-**	**7,428,984**	**2,241,395**	**1,314,120**	**1,085,944**	**1,076,057**	**1,314,702**	**830,797**	**-**	**7,863,014**
	Employee Benefits																								
3100	STRS	-	(6,102)	1,535	(6,204)	27,874	25,976	-	43,079	-	238,689	278,496	216,720	-	-	-	733,905	-	248,236	303,761	254,385	-	-	-	806,383
3300	OASDI-Medicare-Alternative	1,214	5,076	2,324	6,626	(7,976)	(8,928)	-	(1,664)	205,815	164,812	120,642	122,861	248,028	138,317	-	1,000,475	212,383	167,710	127,454	129,977	271,855	183,953	-	1,093,331
3400	Health & Welfare Benefits	335	238	4,443	8,317	1,280	7,798	-	22,411	144,422	129,379	188,318	121,121	142,263	101,191	-	826,694	148,755	133,134	200,323	137,212	159,114	148,080	-	926,617
3500	Unemployment Insurance	(1,105)	736	-	(1,646)	(831)	(148)	-	(2,994)	9,205	19,162	16,928	15,806	20,493	11,560	-	93,155	9,205	18,794	17,664	16,542	21,598	14,874	-	98,678
3600	Workers Comp Insurance	179	456	415	679	158	(73)	-	1,813	32,247	35,666	31,066	28,441	36,511	20,361	-	184,292	33,537	36,549	33,276	31,288	40,018	27,078	-	201,747
3900	Other Employee Benefits	(1,504)	(96)	661	4,256	(5,409)	(2,007)	-	(4,099)	80,269	24,123	25,434	17,723	76,008	41,890	-	265,447	83,480	25,796	26,452	18,432	84,502	57,504	-	296,165
	SUBTOTAL - Employee Benefits	**(881)**	**308**	**9,379**	**12,027**	**15,096**	**22,619**	**-**	**58,547**	**471,958**	**611,830**	**660,885**	**522,672**	**523,303**	**313,319**	**-**	**3,103,968**	**487,359**	**630,220**	**708,931**	**587,836**	**577,087**	**431,489**	**-**	**3,422,921**
	Books & Supplies																								
4100	Approved Textbooks & Core Curricula Materials	-	-	-	-	-	-	-	-	-	30,000	41,562	45,551	28,997	19,746	-	165,856	-	30,300	41,977	46,007	29,287	19,943	-	167,514
4315	Custodial Supplies	-	-	-	-	-	-	-	-	-	5,050	6,565	15,150	6,565	5,050	-	38,380	-	5,101	6,631	15,302	6,631	5,101	-	38,764
4320	Educational Software	-	-	-	-	-	-	-	-	-	10,706	26,745	9,575	2,163	2,666	-	51,855	-	10,813	27,012	9,671	2,184	2,693	-	52,373
4325	Instructional Materials & Supplies	-	-	-	-	-	-	-	-	-	21,968	23,988	27,018	19,948	16,160	-	109,080	-	22,187	24,227	27,288	20,147	16,322	-	110,171
4330	Office Supplies	-	-	-	-	-	-	-	-	11,391	21,210	17,495	22,220	18,584	10,807	500	102,206	11,505	21,422	17,670	22,442	18,770	10,915	500	103,224
4350	Uniforms	-	-	(2,922)	-	-	-	-	(2,922)	-	20,200	24,666	22,220	15,827	15,150	-	98,063	-	20,402	24,913	22,442	15,985	15,302	-	99,044
4410	Classroom Furniture, Equipment & Supplies	-	-	-	-	-	-	-	-	-	10,100	3,030	15,150	15,000	20,200	-	63,480	-	10,201	3,060	15,302	15,150	20,402	-	64,115
4420	Tech Hardware & Supplies	-	-	-	-	-	-	-	-	24,016	21,210	69,185	59,590	70,700	32,825	-	277,526	24,256	21,422	69,877	60,186	71,407	33,153	-	280,302
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	(2,000)	-	-	-	-	(2,000)	1,018	5,555	5,555	7,575	6,767	11,363	-	37,832	1,028	5,611	5,611	7,651	6,835	11,476	-	38,210
4710	Student Food Services	-	(787)	-	-	-	-	-	(787)	-	257,016	284,100	255,536	248,818	184,798	-	1,230,268	-	259,586	286,941	258,091	251,306	238,782	-	1,294,707
4720	Other Food	-	-	-	-	-	-	-	-	23,729	34,845	36,360	40,400	45,450	15,150	-	195,934	23,966	35,193	36,724	40,804	45,905	15,302	-	197,893
	SUBTOTAL - Books and Supplies	**-**	**(787)**	**(4,922)**	**-**	**-**	**-**	**-**	**(5,709)**	**60,154**	**437,860**	**539,249**	**519,984**	**478,818**	**333,915**	**500**	**2,370,480**	**60,755**	**442,238**	**544,642**	**525,184**	**483,606**	**389,390**	**500**	**2,446,316**
	Services & Other Operating Expenses																								
5210	Conferences and Related Travel	-	-	-	-	-	-	-	-	50,995	10,000	2,020	13,275	16,160	4,545	-	96,996	51,505	10,100	2,040	13,408	16,322	4,590	-	97,966
5215	Local Travel (Mileage, Parking, Tolls)	-	-	-	-	-	-	-	-	113,581	707	253	510	6,060	18,180	-	139,290	114,716	714	255	515	6,121	18,362	-	140,683
5305	Dues & Membership - Professional	-	(15)	-	-	-	-	-	(15)	24,705	5,242	5,401	4,208	6,074	2,984	-	48,614	24,952	5,635	5,672	4,791	6,799	3,879	-	51,728
5450	Insurance - Other	-	(169)	-	-	-	-	-	(169)	44,351	54,166	48,681	41,112	41,353	28,511	-	258,173	44,795	54,707	51,118	41,523	41,766	37,065	-	270,974
5515	Janitorial, Gardening Services	-	-	-	-	-	-	-	-	306	5,050	5,050	8,080	8,080	3,030	-	29,596	309	5,101	5,101	8,161	8,161	3,060	-	29,892
5535	Utilities - All Utilities	-	-	-	-	-	-	-	-	3,693	62,436	70,700	5,050	77,265	30,361	-	249,505	3,730	63,061	71,407	5,101	78,038	30,664	-	252,000
5605	Equipment Leases	-	-	-	-	-	-	-	-	3,535	20,200	9,090	21,715	21,210	8,080	-	83,830	3,570	20,402	9,181	21,932	21,422	8,161	-	84,668
5610	Rent	11,987	-	-	-	-	-	-	11,987	70,829	-	1,052,916	808,000	854,820	381,969	-	3,168,534	71,538	-	1,073,974	808,000	877,572	401,067	-	3,232,151
5615	Repairs and Maintenance - Building	-	-	-	-	-	-	-	-	1,169	20,200	10,000	190,700	40,000	35,350	-	297,419	1,181	20,402	10,100	191,407	40,400	35,704	-	299,194
5803	Accounting Fees	-	-	-	-	-	-	-	-	55,550	-	-	-	-	-	8,300	63,850	56,106	-	-	-	-	-	8,300	64,406
5809	Banking Fees	-	-	-	-	-	-	-	-	2,020	-	-	-	-	-	115	2,135	2,040	-	-	-	-	-	115	2,155
5812	Business Services	-	-	-	-	-	-	-	-	303,872	-	-	-	-	-	-	303,872	319,066	-	-	-	-	-	-	319,066
5815	Consultants - Instructional	-	4,000	-	-	-	-	-	4,000	-	567,041	567,236	552,591	543,986	330,900	-	2,561,755	-	572,712	572,909	558,117	549,426	414,807	-	2,667,970
5820	Consultants - Non-Instructional	-	-	-	-	-	(55,260)	-	(55,260)	189,602	14,211	11,110	14,140	33,411	16,160	-	278,634	191,498	14,323	11,221	14,281	33,745	16,322	-	281,390
5824	Authorizer Oversight Fees	-	(107)	-	-	-	-	-	(107)	-	46,587	42,561	37,761	51,571	27,880	-	206,360	-	50,998	45,816	43,969	58,840	36,883	-	236,505
5830	Field Trips	-	-	-	-	-	-	-	-	-	33,330	28,280	45,450	55,550	3,030	-	165,640	-	33,663	28,563	45,905	56,106	3,060	-	167,296
5833	Taxes, Fines, and Penalties	-	-	-	-	-	-	-	-	-	-	1,263	1,010	1,081	10,100	100	13,553	-	-	1,275	1,020	1,092	10,201	100	13,688
5836	Fingerprinting	-	-	-	-	-	-	-	-	1,293	1,010	606	1,010	1,111	1,111	-	6,141	1,306	1,020	612	1,020	1,122	1,122	-	6,202
5839	Fundraising Expenses	-	-	-	-	-	-	-	-	-	-	-	4,848	-	-	-	4,848	-	-	-	4,896	-	-	-	4,896
5845	Legal Fees	-	-	-	-	-	-	-	-	102,010	-	-	-	-	-	-	102,010	103,030	-	-	-	-	-	-	103,030
5848	Tech Licenses & Software	-	-	-	-	-	-	-	-	124,129	15,251	24,240	18,685	20,705	9,090	-	212,100	125,370	15,404	24,482	18,872	20,912	9,181	-	214,221
5851	Marketing and Student Recruiting	-	-	-	-	-	-	-	-	41,915	3,030	2,020	3,030	2,020	3,030	-	55,045	42,334	3,060	2,040	3,060	2,040	3,060	-	55,595

Voices
Multi-year Projection
As of Oct FY2025

		Year 1 2024-25						Year 1 2024-25						Year 1 2024-25							Year 2 2025-26							Year 3 2026-27						
		Aug Forecast						Oct Forecast						Comparison: Oct Forecast vs Aug Forecast							Oct Forecast							Forecast						
		Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total	Team Z	Voices Flagship	Voices Morgan Hill	Voices Mt. Pleasant	Voices WCC	Voices Stockton	VCBLA Nido	Total
5857	Payroll Fees	-	-	-	-	-	65,000	65,000	-	-	-	-	-	65,000	-	-	-	-	-	-	-	65,650	706,254	721,781	629,988	840,991	458,367	-	3,357,391	68,307	905,952	913,321	851,985	1,104,845	696,210	-	4,472,313
5858	CMO Fees Expense	423,438	346,322	463,314	217,356	-	1,860,886	423,438	346,322	463,314	217,356	-	1,860,886	-	-	-	-	-	-	-	-	41,586	65,250	62,927	69,795	64,438	58,418	-	362,414	42,602	65,503	63,156	70,093	65,062	59,003	-	364,838
5863	Professional Development	62,700	69,500	63,800	67,840	-	370,014	41,174	45,000	62,700	69,500	63,800	67,840	-	350,014	-	20,000	-	-	-	-	11,857	25,250	2,525	5,555	8,585	5,050	-	58,822	11,976	25,503	2,550	5,611	8,671	5,101	-	59,411
5864	Staff Appreciation	2,500	5,500	8,500	5,000	-	58,240	11,740	25,000	2,500	5,500	8,500	5,000	-	58,240	-	-	-	-	-	-	-	166,585	205,242	114,655	183,012	66,660	-	736,155	-	168,251	75,385	115,802	184,842	67,327	-	611,607
5869	Special Education Contract Instructors	254,200	113,520	181,200	66,000	-	900,880	-	164,936	254,200	113,520	181,200	66,000	-	779,856	-	121,034	-	-	-	-	-	166,585	205,242	114,655	183,012	66,660	-	736,155	-	168,251	75,385	115,802	184,842	67,327	-	611,607
5872	Special Education Encroachment	22,216	18,211	22,954	9,464	-	96,666	-	23,871	22,026	18,097	22,661	9,321	-	95,977	-	(51)	190	114	293	142	-	22,606	23,720	18,258	26,141	12,681	-	103,406	-	24,088	24,750	20,673	29,138	16,459	-	115,088
5875	Staff Recruiting	7,500	7,500	7,000	1,500	-	75,750	49,750	2,500	7,500	7,500	7,000	1,500	-	75,750	-	-	-	-	-	-	50,248	2,525	7,575	7,575	7,070	1,515	-	76,508	50,750	2,550	7,651	7,651	7,141	1,530	-	77,273
5877	Student Activities	8,500	8,500	9,000	3,500	-	41,500	-	12,000	8,500	8,500	9,000	3,500	-	41,500	-	-	-	-	-	-	-	12,120	8,585	8,585	9,090	3,515	-	39,895	-	12,241	8,671	8,671	9,181	1,530	-	40,294
5878	Student Assessment	20,500	20,500	20,500	20,500	-	102,500	-	20,500	20,500	20,500	20,500	20,500	-	102,500	-	-	-	-	-	-	-	20,705	20,705	20,705	20,705	20,705	-	103,525	-	20,912	20,912	20,912	20,912	20,912	-	104,560
5881	Student Information System	5,700	7,000	5,000	2,900	-	27,500	-	6,969	5,700	7,000	5,000	2,900	-	27,569	-	-	-	-	-	-	-	6,969	5,757	7,070	5,050	2,929	-	27,775	-	7,039	5,815	7,141	5,101	2,958	-	28,053
5884	Substitutes	50,000	70,000	35,000	50,000	-	235,000	-	30,000	90,000	140,000	35,000	50,000	-	345,000	-	-	(40,000)	(70,000)	-	-	-	30,300	50,500	70,700	35,350	50,500	-	237,350	-	30,603	51,005	71,407	35,704	51,005	-	239,724
5887	Technology Services	5,000	7,000	6,900	4,800	-	152,453	122,753	6,000	5,000	7,000	6,900	4,800	-	152,453	-	-	-	-	-	-	123,981	6,060	-	7,070	6,969	4,848	-	148,928	125,220	6,121	-	7,141	7,039	4,898	-	150,417
5899	Contingency	25,000	25,000	74,619	11,245	-	215,742	450,000	29,878	25,000	25,000	74,619	11,245	-	615,742	(400,000)	-	-	-	-	(400,000)	600,000	30,177	25,250	25,250	75,365	11,357	-	767,399	400,000	30,479	25,503	25,503	76,119	11,471	-	569,073
5915	Postage and Delivery	1,100	2,100	2,100	800	-	16,454	6,454	4,100	1,100	2,100	2,100	800	-	16,454	-	-	-	-	-	-	6,518	4,141	1,111	2,121	2,121	808	-	16,818	8,583	4,182	1,122	2,142	2,142	812	-	16,784
	SUBTOTAL - Services & Other Operating Exp.	**2,566,592**	**2,462,566**	**2,930,541**	**1,269,988**	**8,515**	**12,012,976**	**1,869,741**	**1,914,016**	**2,649,708**	**2,482,799**	**2,856,531**	**1,364,916**	**8,515**	**12,536,227**	**(388,913)**	**118,669**	**(63,116)**	**(60,294)**	**(26,190)**	**(64,929)**	**-**	**(523,852)**	**2,853,395**	**1,997,404**	**3,017,105**	**2,758,502**	**3,060,344**	**1,609,462**	**8,515**	**14,449,726**	**1,699,883**	**2,174,794**	**3,110,697**	**3,068,707**	**3,378,798**	**1,976,203**	**8,515**	**15,511,417**
Depreciation Expense																																					
6900	Depreciation	11,110	4,606	12,553	3,062	402,295	615,649	-	182,023	24,525	4,606	12,553	3,062	389,925	616,695	-	-	(13,415)	-	-	-	12,370	(1,045)	-	181,683	25,628	4,611	12,553	255	425,373	649,503	-	181,343	25,101	3,714	12,553	-	425,373	648,084
	SUBTOTAL - Depreciation Expense	**11,110**	**4,606**	**12,553**	**3,062**	**402,295**	**615,649**	**-**	**182,023**	**24,525**	**4,606**	**12,553**	**3,062**	**389,925**	**616,695**	**-**	**-**	**(13,415)**	**-**	**-**	**-**	**12,370**	**(1,045)**	**-**	**181,683**	**25,628**	**4,611**	**12,553**	**255**	**425,373**	**649,503**	**-**	**181,343**	**25,101**	**3,714**	**12,553**	**-**	**425,373**	**648,084**
Other Outflows																																					
7438	Long term debt - Interest	-	-	-	423	135,778	199,467	-	63,265	-	-	-	423	135,778	199,467	-	-	-	-	-	-	-	63,898	-	-	-	185	127,936	192,019	-	64,537	-	-	-	-	127,936	192,473
	SUBTOTAL - Other Outflows	**-**	**-**	**-**	**423**	**135,778**	**199,467**	**-**	**63,265**	**-**	**-**	**-**	**423**	**135,778**	**199,467**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**63,898**	**-**	**-**	**-**	**185**	**127,936**	**192,019**	**-**	**64,537**	**-**	**-**	**-**	**-**	**127,936**	**192,473**
TOTAL EXPENSES		**6,455,294**	**5,774,572**	**6,443,460**	**3,318,079**	**547,089**	**33,901,084**	**4,901,761**	**6,615,195**	**6,490,474**	**5,782,550**	**6,440,532**	**3,386,073**	**534,719**	**34,213,104**	**(373,029)**	**158,664**	**(35,180)**	**(7,978)**	**2,928**	**(68,794)**	**12,370**	**(311,019)**	**5,429,115**	**6,419,887**	**7,001,610**	**6,330,791**	**7,322,217**	**4,065,202**	**562,324**	**37,131,145**	**5,386,151**	**6,738,656**	**7,349,275**	**6,885,900**	**8,002,761**	**5,201,694**	**562,324**	**40,136,760**

Coversheet

Academic Update

Section:	IV. Board Business: Discussion/Action Items
Item:	C. Academic Update
Purpose:	FYI
Submitted by:	
Related Material:	Understanding Student Assessments.pdf Academics board presentation 12_5_24.pdf

Understanding Student Assessments

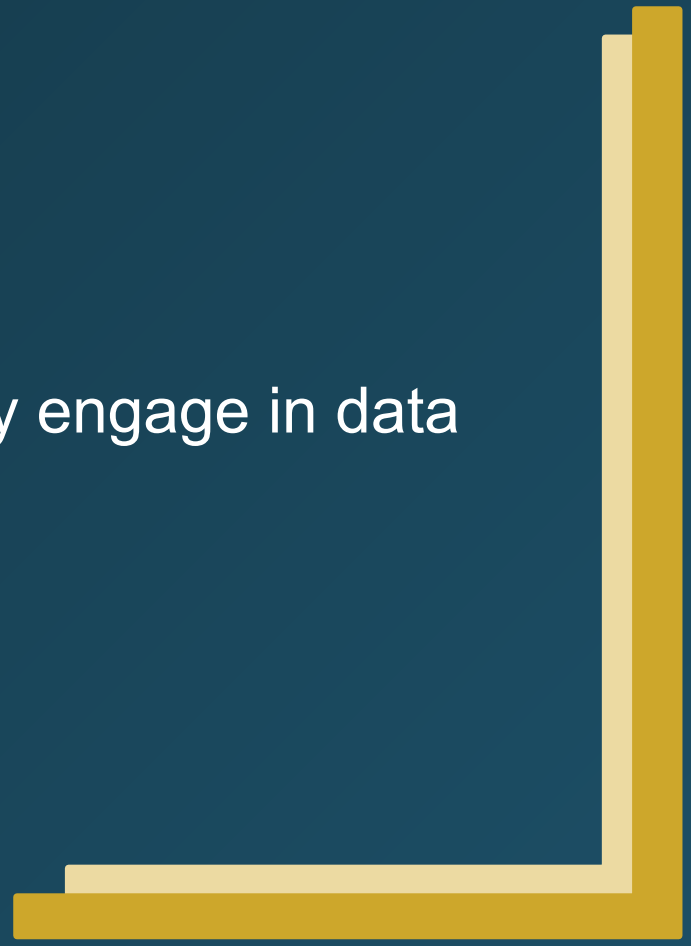
An Overview for Board of Directors

December 2024

Powered by BoardOnTrack

Purpose

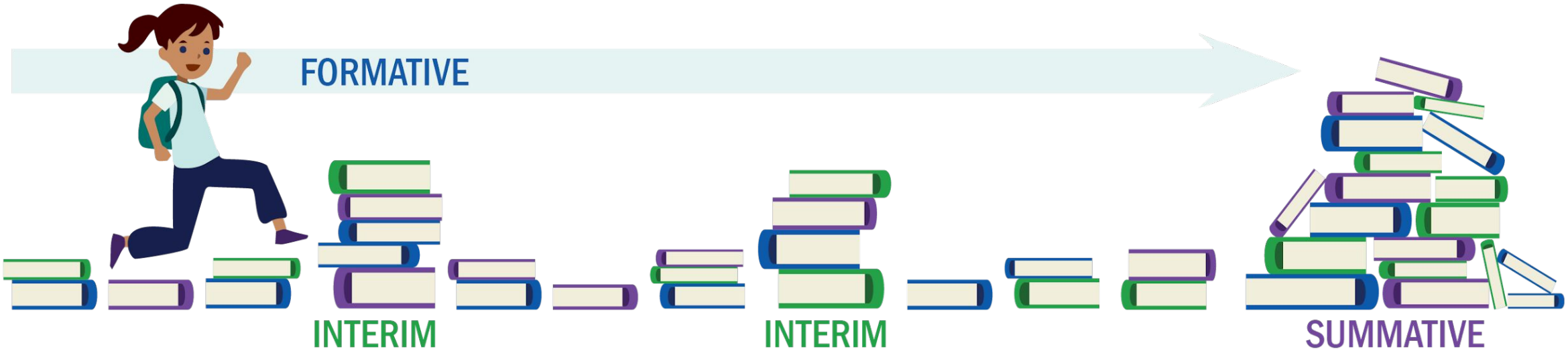
Build the capacity of the board to be able to effectively engage in data conversations in support of student learning



Why Assessments Matter

- Assessments provide data to improve student learning.
- They help teachers adjust instruction to meet student needs.
- They inform schools about overall performance and equity gaps.

Assessment Continuum



3 Types of Assessment

Formative

- Ongoing checks during learning (exit tickets, weekly quizzes)
- Immediate feedback for instruction
- **FOR Learning**

Interim

- Periodic checkpoints throughout the year (MAP, benchmarks)
- Monitor progress toward goals
- **FOR Learning**

Summative

- Evaluates learning at the end of a period (SBAC)
- Measure mastery of standards.
- **OF Learning**

Formative Assessment Process Definition

"Formative assessment is a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve students' attainment of curricular learning targets/goals."

Smarter Balanced Assessment Consortium

Formative Assessments

Frequent and low stakes.

Benefits:

- Identifies learning gaps early.
- Helps teachers personalize instruction.

Example Scenarios:

- Check for understanding reveals 5 students were confusing nouns and verbs
  - *Action: Teacher pulls the 5 students for a small group during independent practice*
- Exit ticket reveals 70% of students struggled with fractions
  - *Action: Teacher plans a mini re-teach the next day*

Four Attributes of the Formative Assessment Process



Interim Assessments

Conducted periodically (e.g., every 6-8 weeks).

Benefits:

- Identifies mid-year trends and gaps.
- Predicts summative performance.
- Guides adjustments to instruction and curriculum.

Example: NWEA MAP tests measure student growth in real time.

Summative Assessments

Higher stakes and broader scope.

Benefits:

- Evaluates overall mastery of standards.
- Benchmarks performance across students, schools, and districts.

Example: State standardized tests provide annual accountability data.

Assessments at Voices

Formative	Interim	Summative
End of lesson "Exit Tickets" IXL End of Module/Unit Quizzes Curriculum-based End of Module/Unit Quizzes	STAR Spanish Reading STAR Early Literacy MAP Spelling Inventory	ELPAC CAST (Science) SBAC (Reading/Math) LAS Links

2024-25 Assessment Calendar

Key Takeaways

- Assessments guide learning and decision-making.
  - *Formative: Immediate feedback for growth.*
  - *Interim: Progress monitoring throughout the year.*
  - *Summative: Final benchmarks and accountability.*
- Together, they provide a comprehensive view of student progress.

Voices
College-Bound Language Academies

MAP Results

December 2024

Elizabeth Aguilar

AGENDA

01. BACKGROUND

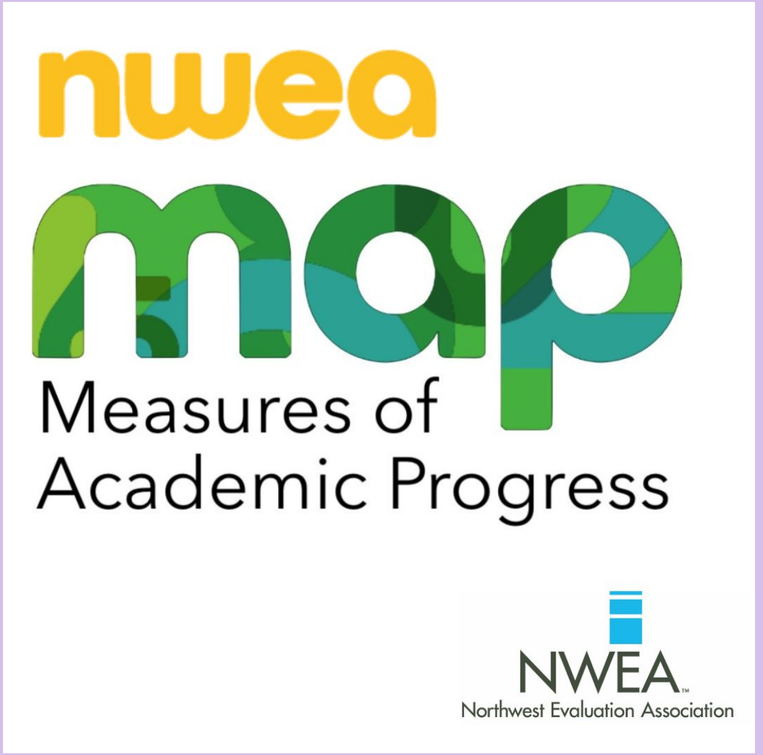
02. MATH DATA

03. ELA DATA

04. QUESTIONS

NWEA MAP Context

- NWEA MAP is an **adaptive** test Voices administers in Math and ELA
  - Test adjusts to each student's ability and knowledge, questions become more difficult as they're answered correctly and easier if answered incorrectly
- Tool to measure student achievement & growth in Math, ELA with **RIT** and **percentile (PR)** scale
  - Measurement tool used to assess academic achievement & growth for students
- On state list of authorized assessments for "verified data".



NWEA MAP to SBAC Comparison: Math

Table 3.6. MAP Growth Cut Scores—Mathematics

SBAC Mathematics				
Grade	***Level 1***	***Level 2***	***Level 3***	***Level 4***
3	≤2380	2381–2435	**2436**–2500	≥2501
4	≤2410	2411–2484	**2485**–2548	≥2549
5	≤2454	2455–2527	**2528**–2578	≥2579
6	≤2472	2473–2551	**2552**–2609	≥2610
7	≤2483	2484–2566	**2567**–2634	≥2635
8	≤2503	2504–2585	**2586**–2652	≥2653

MAP Growth Mathematics*								
	Level 1		***Level 2***		***Level 3***		***Level 4***	
Grade	**RIT**	**Percentile**	**RIT**	**Percentile**	**RIT**	**Percentile**	**RIT**	**Percentile**
Fall								
2	100–164	1–21	165–174	22–49	**175**–187	50–83	188–350	84–99
3	100–178	1–23	179–187	24–48	**188**–199	49–79	200–350	80–99
4	100–187	1–20	188–201	21–56	**202**–212	57–81	213–350	82–99
5	100–199	1–26	200–213	27–62	**214**–222	63–81	223–350	82–99
6	100–205	1–28	206–218	29–59	**219**–228	60–80	229–350	81–99
7	100–210	1–29	211–224	30–60	**225**–235	61–81	236–350	82–99
8	100–217	1–35	218–231	36–64	**232**–243	65–83	244–350	84–99
Winter								
2	100–173	1–21	174–183	22–49	**184**–195	50–81	196–350	82–99
3	100–186	1–24	187–195	25–48	**196**–206	49–78	207–350	79–99
4	100–193	1–20	194–208	21–57	**209**–219	58–82	220–350	83–99
5	100–205	1–28	206–219	29–62	**220**–228	63–81	229–350	82–99

NWEA MAP to SBAC Comparison: ELA

Table 3.5. MAP Growth Cut Scores—ELA/Reading

SBAC ELA				
Grade	***Level 1***	***Level 2***	***Level 3***	***Level 4***
3	≤2366	2367–2431	**2432**–2489	≥2490
4	≤2415	2416–2472	**2473**–2532	≥2533
5	≤2441	2442–2501	**2502**–2581	≥2582
6	≤2456	2457–2530	**2531**–2617	≥2618
7	≤2478	2479–2551	**2552**–2648	≥2649
8	≤2486	2487–2566	**2567**–2667	≥2668

MAP Growth Reading*								
	Level 1		***Level 2***		***Level 3***		***Level 4***	
Grade	**RIT**	**Percentile**	**RIT**	**Percentile**	**RIT**	**Percentile**	**RIT**	**Percentile**
Fall								
2	100–159	1–20	160–174	21–56	**175**–188	57–85	189–350	86–99
3	100–175	1–25	176–188	26–55	**189**–199	56–78	200–350	79–99
4	100–187	1–29	188–197	30–52	**198**–207	53–74	208–350	75–99
5	100–192	1–23	193–203	24–48	**204**–216	49–77	217–350	78–99
6	100–196	1–20	197–210	21–51	**211**–225	52–82	226–350	83–99
7	100–199	1–18	200–213	19–49	**214**–228	50–80	229–350	81–99
8	100–203	1–20	204–217	21–49	**218**–234	50–83	235–350	84–99
Winter								
2	100–169	1–22	170–183	23–56	**184**–195	57–83	196–350	84–99
3	100–183	1–26	184–195	27–54	**196**–205	55–76	206–350	77–99
4	100–193	1–29	194–203	30–53	**204**–212	54–73	213–350	74–99
5	100–198	1–25	199–208	26–49	**209**–220	50–76	221–350	77–99

24-25 GOALS

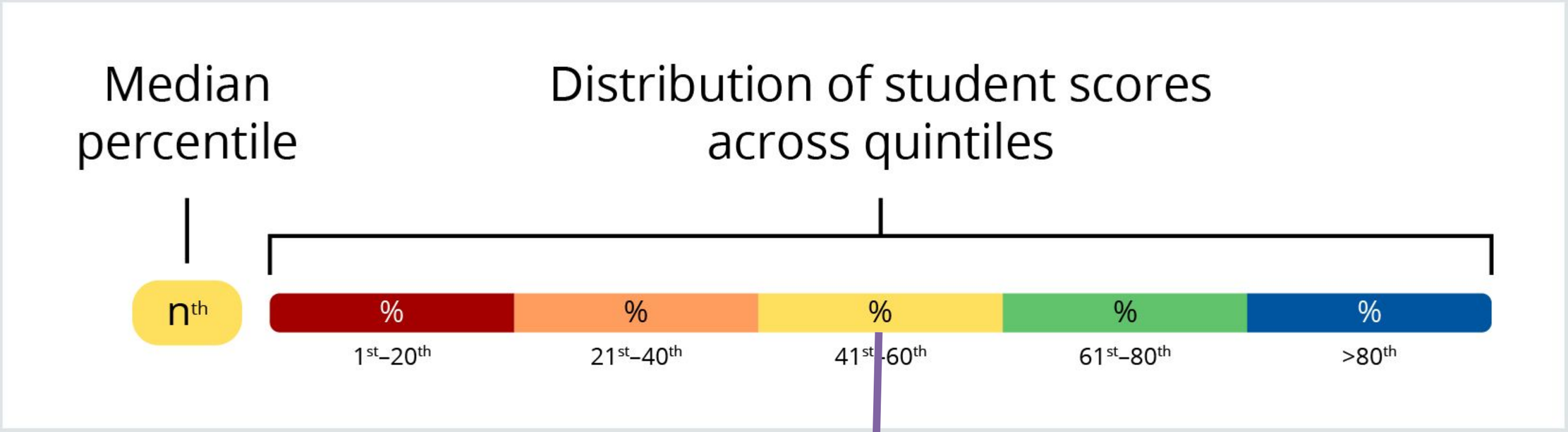
METRICS

Students can score 80% on unit assessments or show 15% improvement in unit assessments in math or ELA over time

LCAP GOALS Snapshot

40% Level 3/4 on SBAC ELA for Voices MH and Voices FM

25% Level 3/4 on SBAC Math for Voices MH and Voices FM



SBAC "Level 3"

49th to 65th PR cutoff for math

49th to 56th PR cutoff for ELA

NWEA MAP Context

- Assessment Shifts this year to make data more relevant and impactful

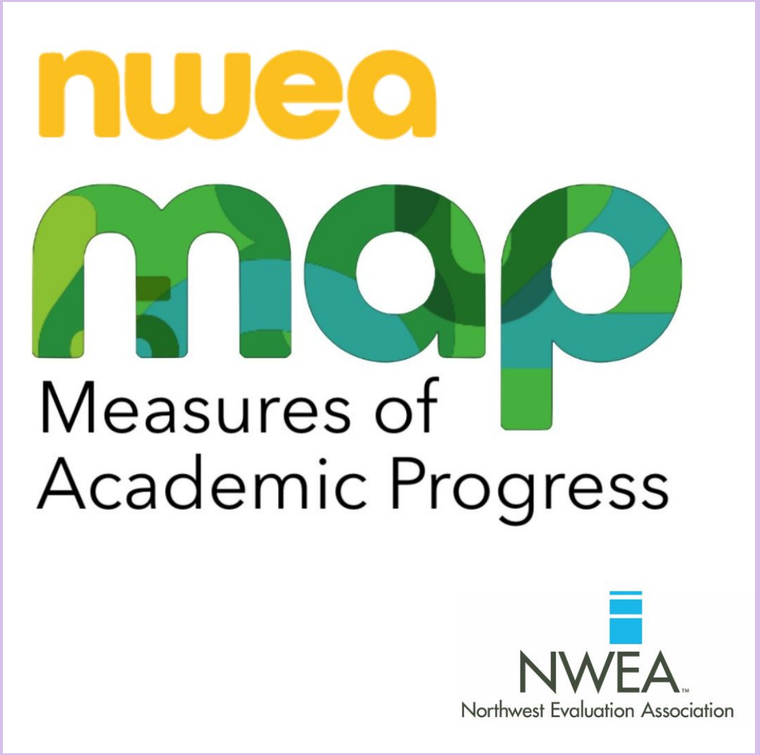
  Before 24-25:

  - Only tested 3rd grade in fall for baseline
  - Went from MAP 3x/year to 1x/year in Spring for 3rd -8th to minimize over testing with other interims

  Current 24-25:

  - Kinder -8th test in fall for first time in years

- Voices takes NWEA MAP:
  - 2xYR = Kinder-2nd grade @ Fall and Spring
  - 1xYR = 3rd - 8th grade @ Fall only

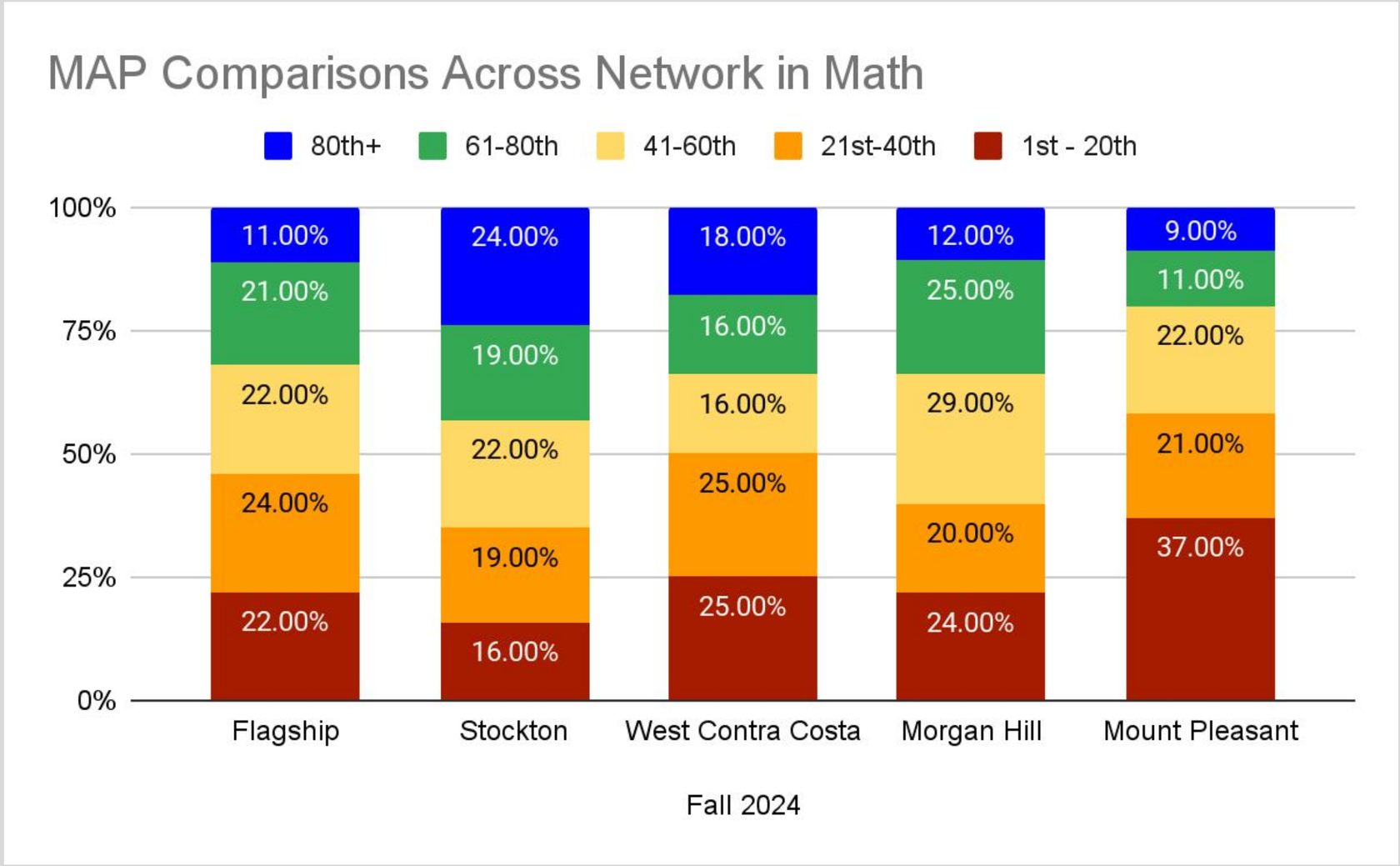


Math Data: Voices Network

	Spring 2024-25	Fall 2024-25
Overall School	38 percent in 40th PR and above	53 percent in 40th PR and above

Average PR	Spring 2024-25	Fall 2024-25
Grade 3	33rd PR	40th
Grade 4	27th PR	40th
Grade 5	22nd PR	34th
Grade 6	25th PR	25th
Grade 7	38th PR	32nd
Grade 8	46th PR	40th

Math Data: Voices Network



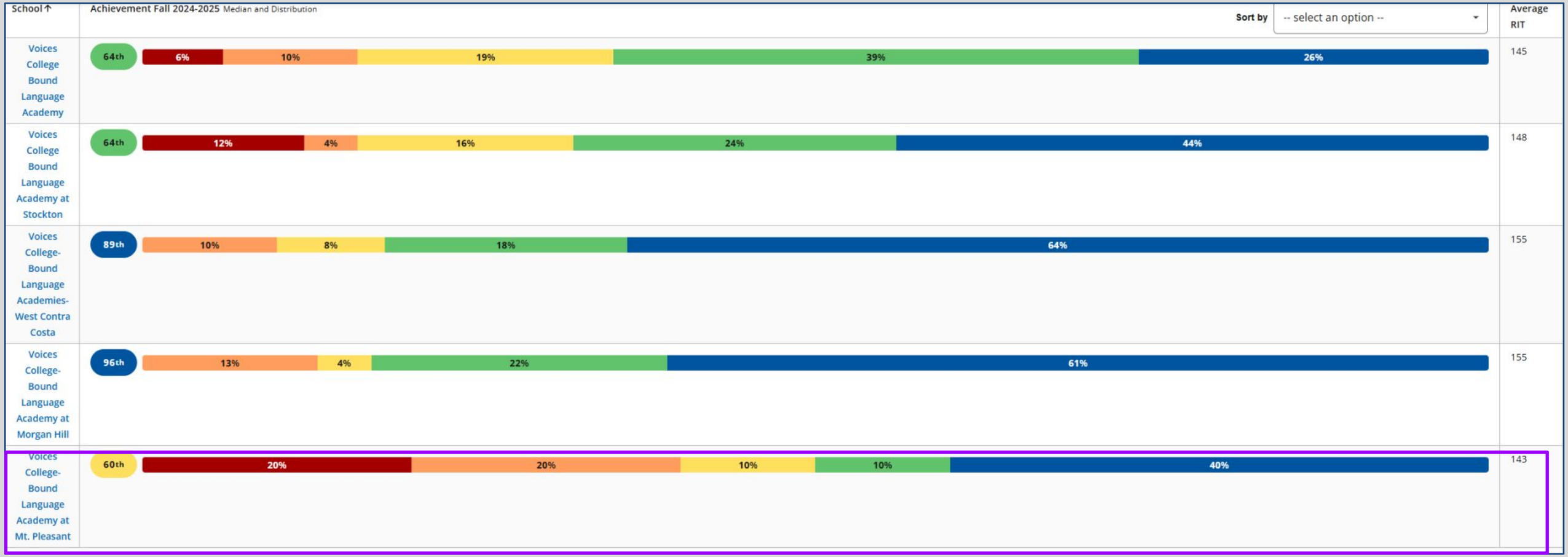
Math Data: Voices Mount Pleasant

	Spring 2024-25	Fall 2024-25
Overall School	30 percent in 40th PR and above	41 percent in 40th PR and above

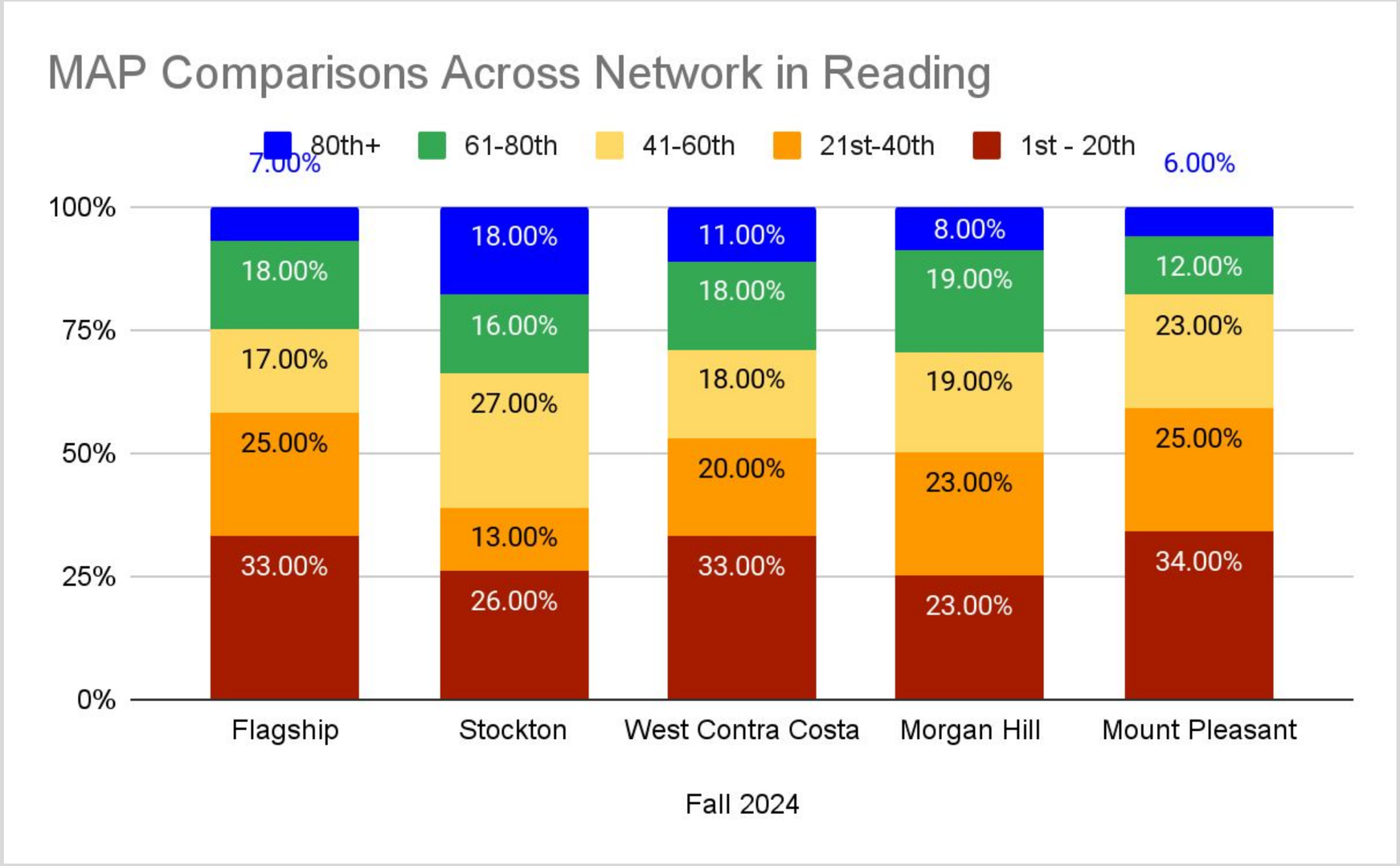
Average PR	Spring 2024-25	Fall 2024-25
Grade 3	23rd PR	46th PR
Grade 4	32nd	33rd
Grade 5	29th	44th
Grade 6	14th	25th
Grade 7	31st	22nd
Grade 8	2nd ***	27th

Math Data: Voices Mount Pleasant

Kindergarten Math



ELA Data: Voices Network



ELA Data: Voices Network

	Spring 2024-25	Fall 2024-25
Overall School	33 percent in 40th PR and above	48 percent in 40th PR and above

Average PR	Spring 2024-25	Fall 2024-25
Grade 3	19th PR	30th PR
Grade 4	22nd PR	37th PR
Grade 5	29th PR	42nd PR
Grade 6	26th PR	38th PR
Grade 7	30th PR	23rd PR
Grade 8	35th PR	43rd PR

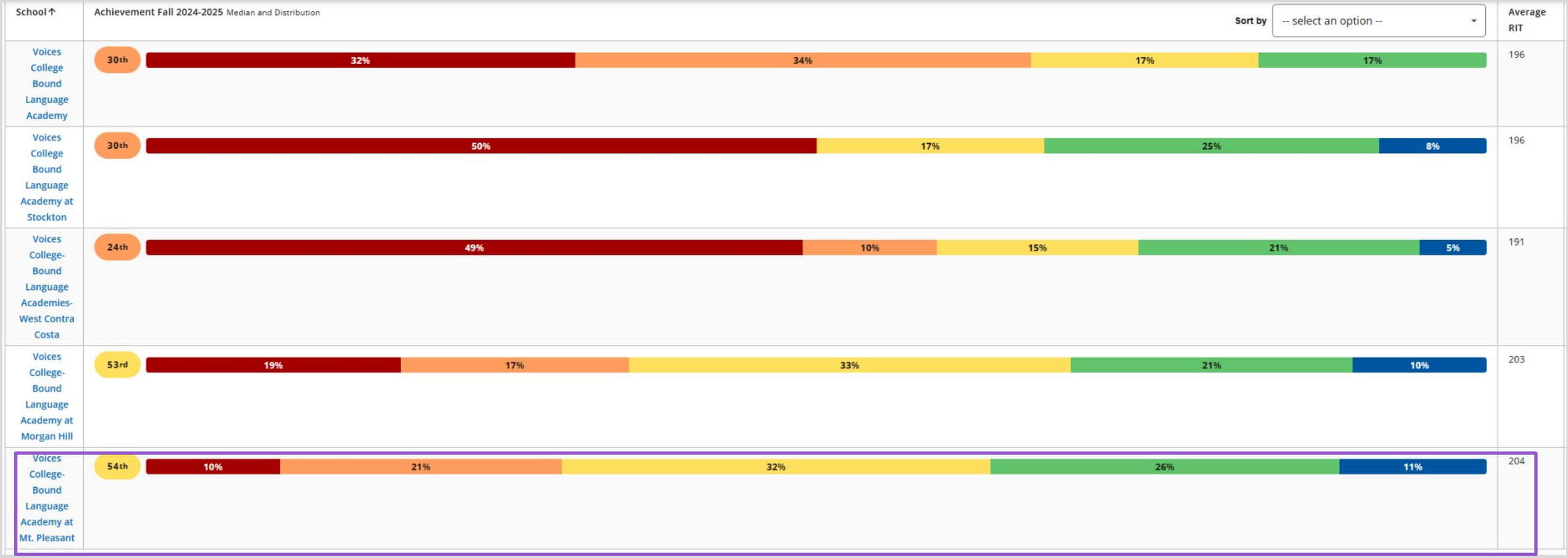
ELA Data: Voices Mount Pleasant

	Spring 2024-25	Fall 2024-25
Overall School	18th percent in 40th PR and above	40 percent in 40th PR and above

Average PR	Spring 2024-25	Fall 2024-25
Grade 3	12th PR	34th PR
Grade 4	31st	30th
Grade 5	31st	54th
Grade 6	20th	39th
Grade 7	16th	16th
Grade 8	6th ***	30th

ELA Data: Voices Mount Pleasant

5th grade ELA



Strengths

15% improvement in math and ELA from Spring to Fall in terms of percentage of students in upper 3 quintiles

Each school has a **“bright spot”** to dig into and learn from where average percentiles are high 50s to upper 80s.

Grows

Middle school scores tend to be lower, for example 7th grade ELA has a **lower RIT score** than 6th.

There are **classrooms of concern** at each school where majority of class is in lower quintiles.

Literacy is an area of growth. We know strategies for math, but lack content knowledge around the science of reading to both teach to grade-level standards and fill in gaps.

NEXT STEPS

Support school leaders and teachers with year-long and unit pacing.

- provide training on Math and ELA/SLA pacing strategies

Support school leaders and teachers with lesson delivery to improve pacing.

- provide support on coaching for lesson internalization, fundamentals of instruction and lesson delivery.

ARC Goals:

*90% of lessons are meeting rubric expectations (they have an exit ticket, clear objective, DI basics, DLI+language learner strategies) by end of Jan as measured by walkthroughs.

*90% of teachers are on pace with the scope and sequence and assessing on time according to the scope and sequence by end of Jan as measured by IXL quiz completion.

*80% of teachers implement small group teaching as a result of data meetings by Arc 5 as measured by walkthroughs.

NEXT STEPS

- Share information about student MAP data talks and school-wide celebrations with academic team and school leaders.

- Determine how to use growth targets in MAP in grades K-2 versus grades 3-8 for Spring.
  - K-2 will test again MAP NWEA
  - 3-8 will not. They will take SBAC.

- Pull data for SBAC predictions per MAP results.

THANK YOU

Do you have any questions?

Coversheet

Presentation of the 2024-25 Local Control and Accountability Plan (LCAP) Mid-Year Update

Section: IV. Board Business: Discussion/Action Items
Item: D. Presentation of the 2024-25 Local Control and Accountability Plan (LCAP) Mid-Year Update
Purpose: FYI
Submitted by:
Related Material: WCC_2024-25 Mid-Year LCAP Updates for Voices Board_ALL.pdf
Mt.Pleasant_2024-25 Mid-Year LCAP Updates for Voices Board_ALL.pdf
Flagship_2024-25 Mid-Year LCAP Updates for Voices Board_ALL.pdf
Morgan Hill_2024-25 Mid-Year LCAP Updates for Voices Board_ALL.pdf
Stockton_2024-25 Mid-Year LCAP Updates for Voices Board_ALL.pdf
2024-25 Mid-Year LCAP Updates for Voices Board_ALL.pdf

Mid-year LCAP Updates

December 2024

Voices College-Bound Language Academy at West Contra Costa County
CDS Code: 07617960136903

Voices College-Bound Language Academy at Stockton
CDS Code: 39686760139907

Voices College-Bound Language Academy – Flagship
CDS Code: 43694500113662

Voices College-Bound Language Academy at Morgan Hill
CDS Code: 43104390131748

Voices College-Bound Language Academy at Mount Pleasant
CDS Code: 43104390132530

Agenda

1. Overview of Requirements
2. Updated Budget Overview for Parents
3. LCAP Goals
    a. Progress towards meeting goal
    b. Implementation and Expenditure Status

What is the LCAP?

A comprehensive state plan required of districts and charter schools that details key goals, actions, and budgeted expenditures.

What is expected of a mid-year update?

Mid-Year 2024-25 Annual Update Board Presentation

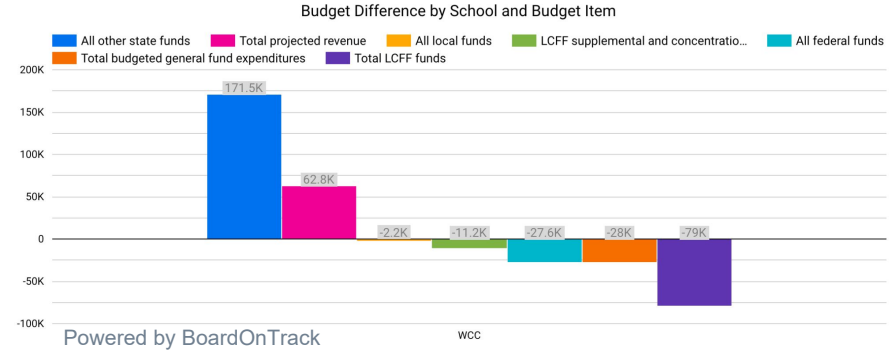
– LCFF Financial Expenditures YTD

– LCAP Actions Implementation Update

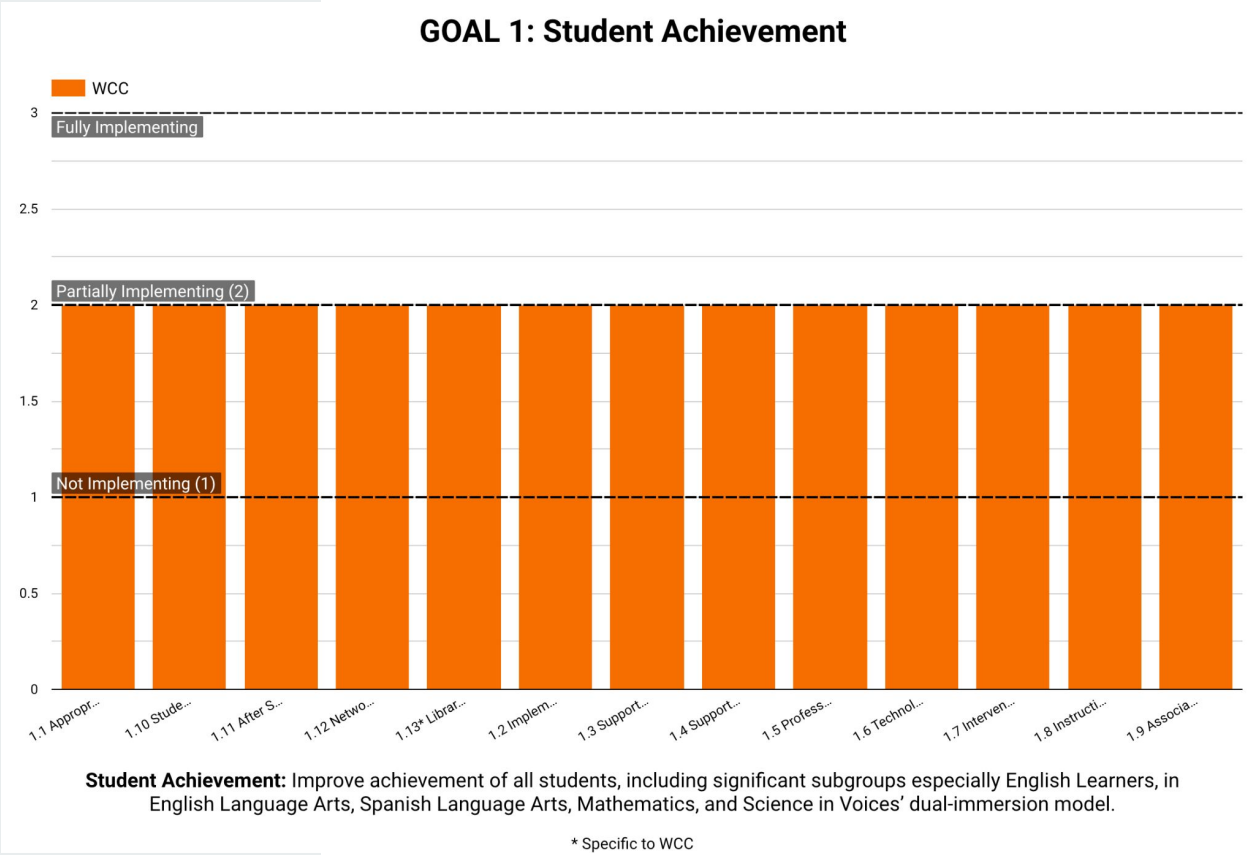
Expenditures

Budget Overview for Parents - WCC

Budget Item	Original Forecast 24-25	Current Forecast 24-25 Budget	Budget Difference
Total LCFF funds	4,445,737	4,366,733	-79,004
LCFF supplemental and concentration grants	911,456	900,278	-11,178
All other state funds	1,996,400	2,167,947	171,547
All local funds	134,500	132,340	-2,160
All federal funds	336,995	309,394	-27,601
Total projected revenue	6,913,632	6,976,414	62,782
Total budgeted general fund expenditures	6,468,964	6,441,011	-27,953



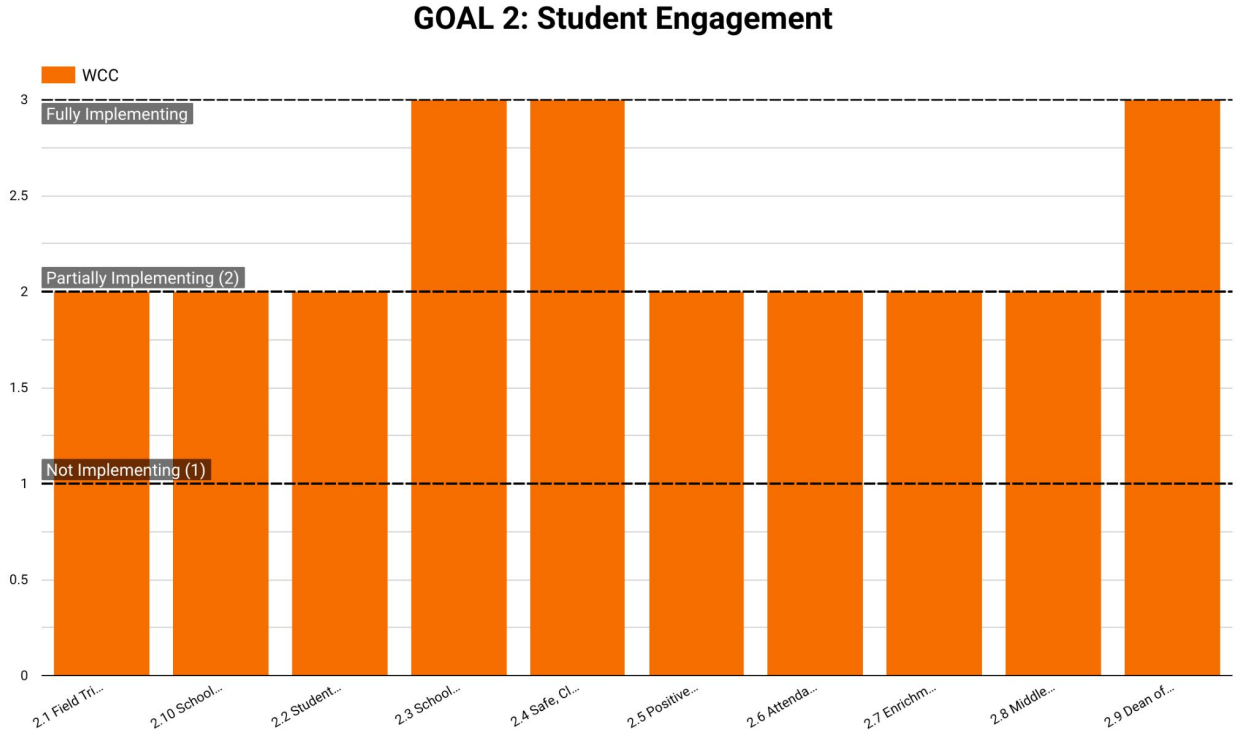
Actions Implementation by Goal



Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts, Spanish Language Arts, Mathematics, and Science in Voices' dual-immersion model.

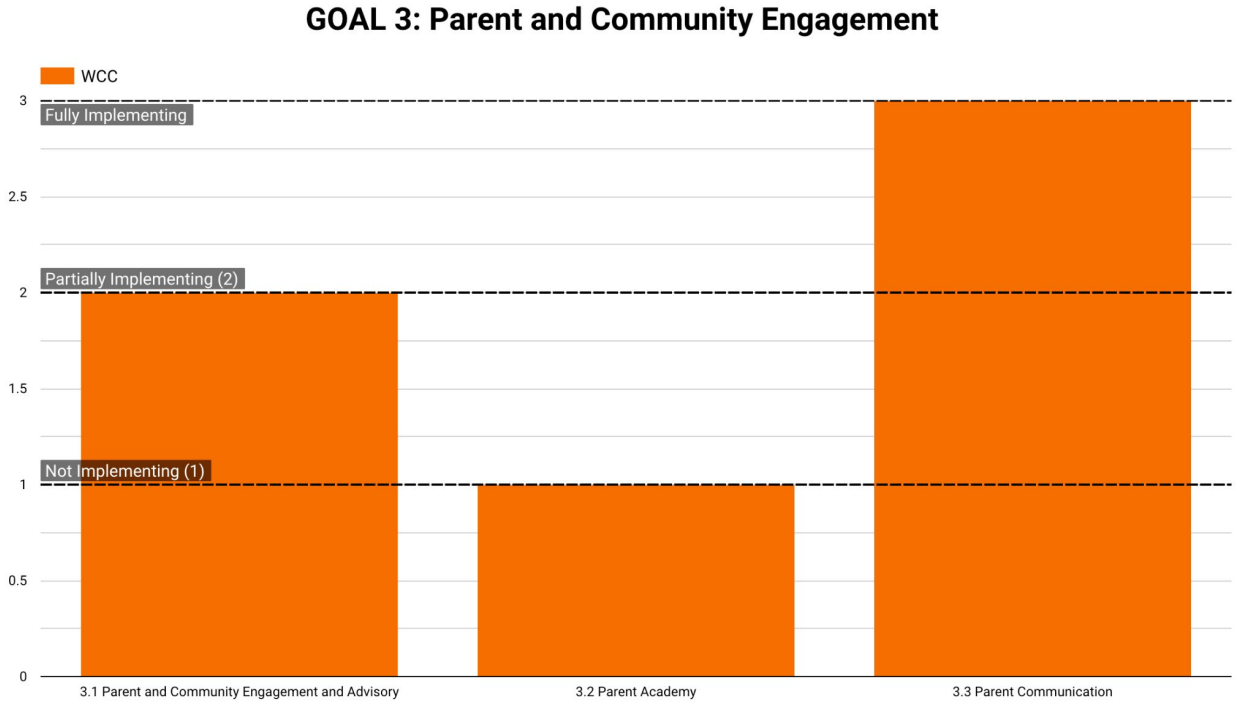
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Actions Implementation by Goal



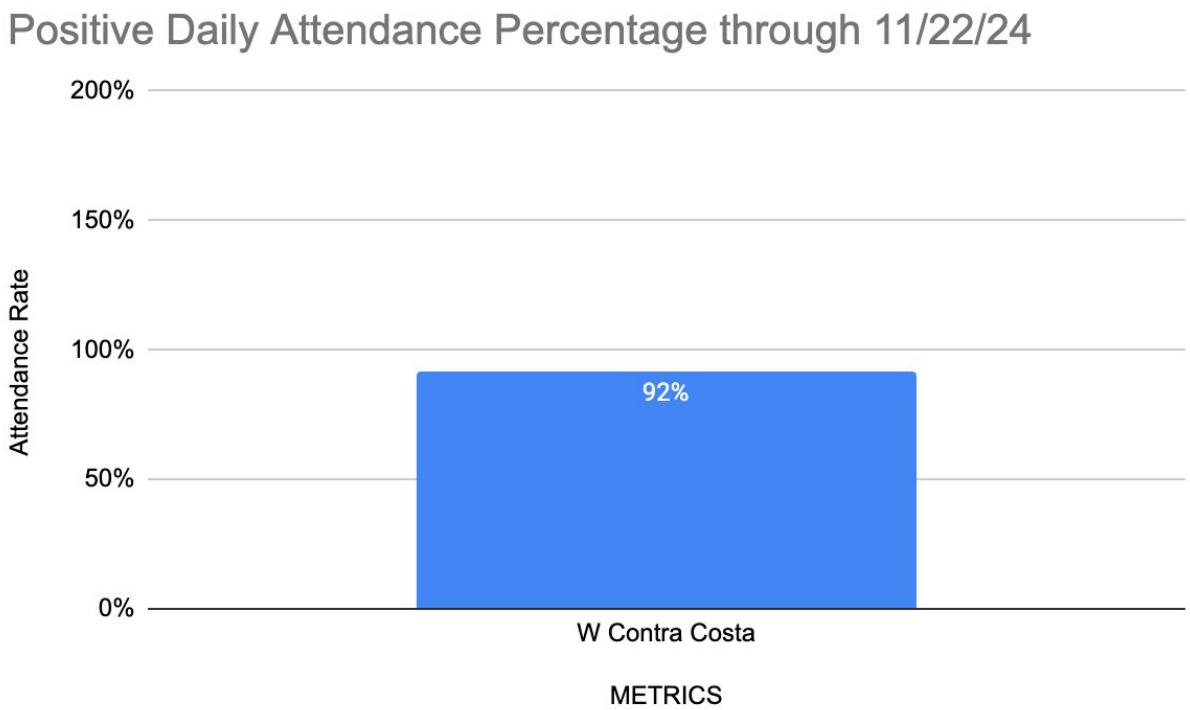
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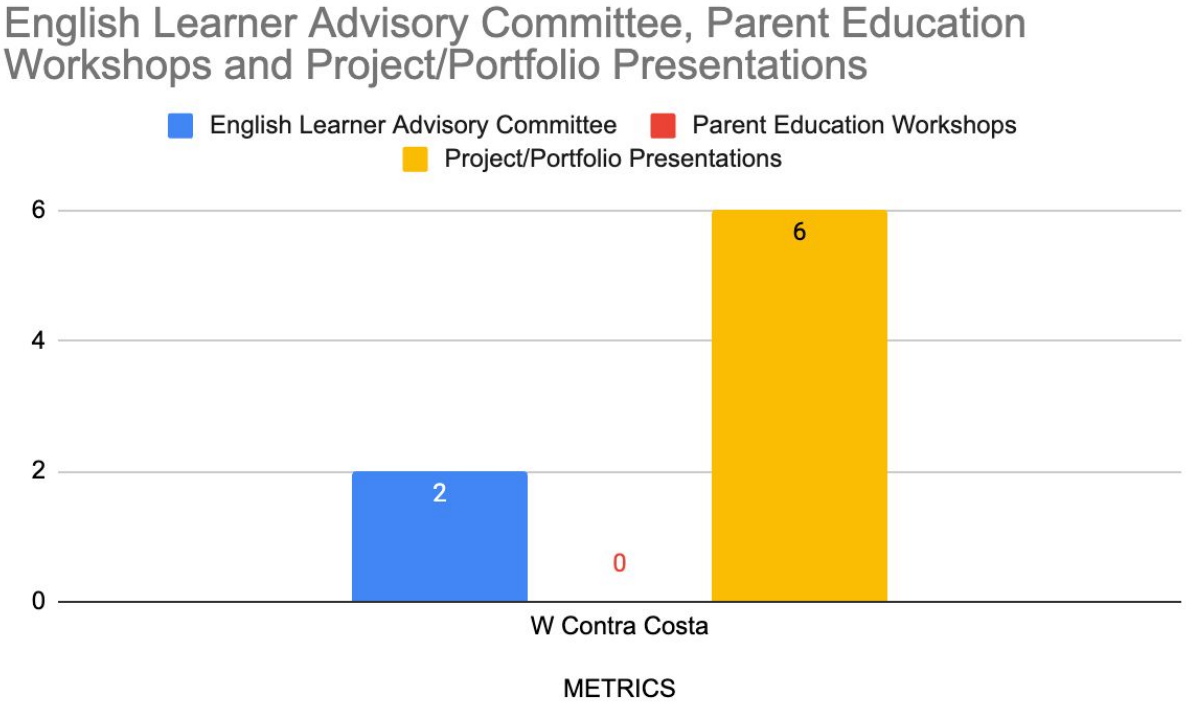


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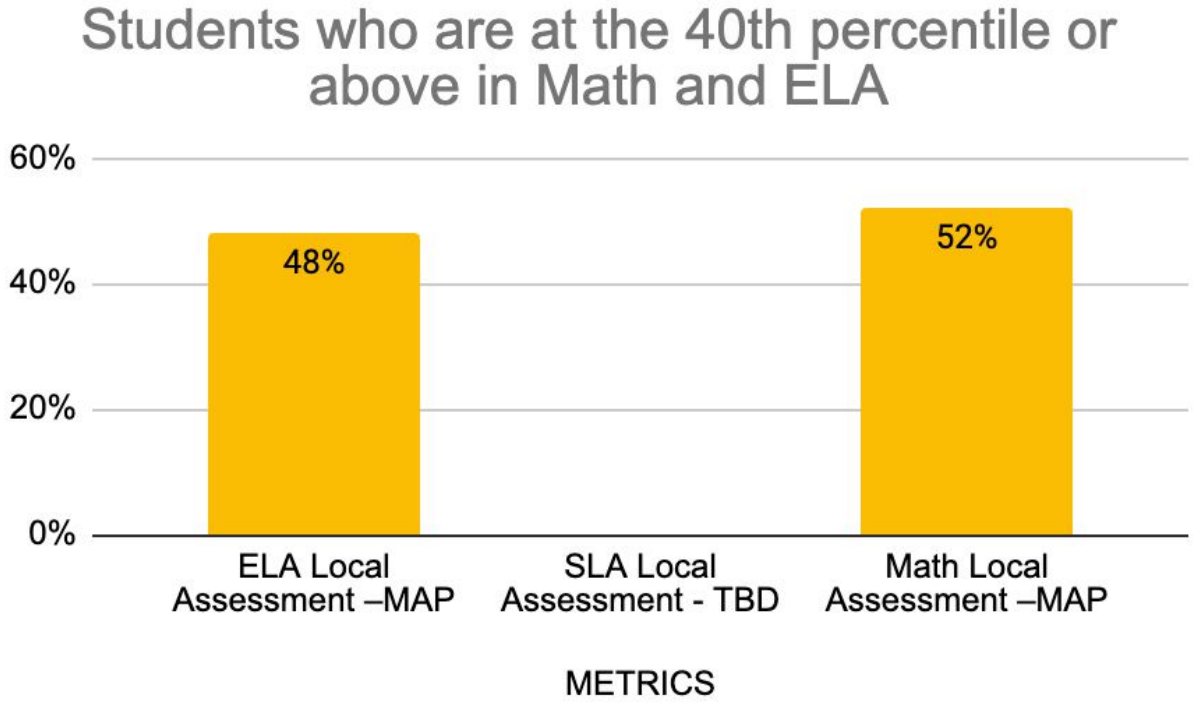


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Mid-year LCAP Updates

December 2024

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CDS Code: 07617960136903

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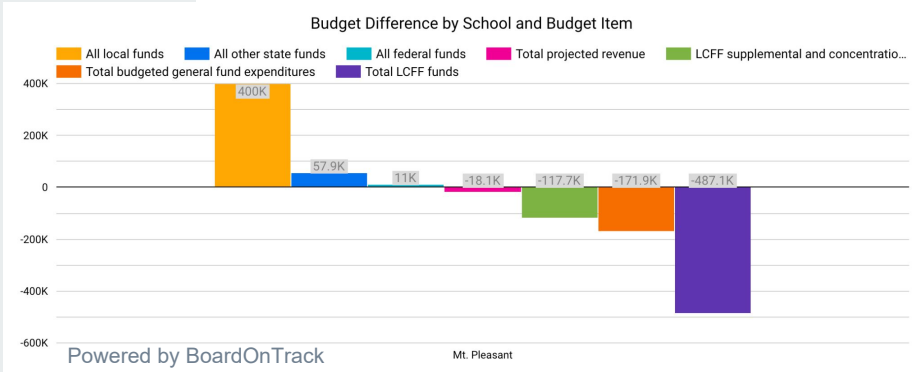
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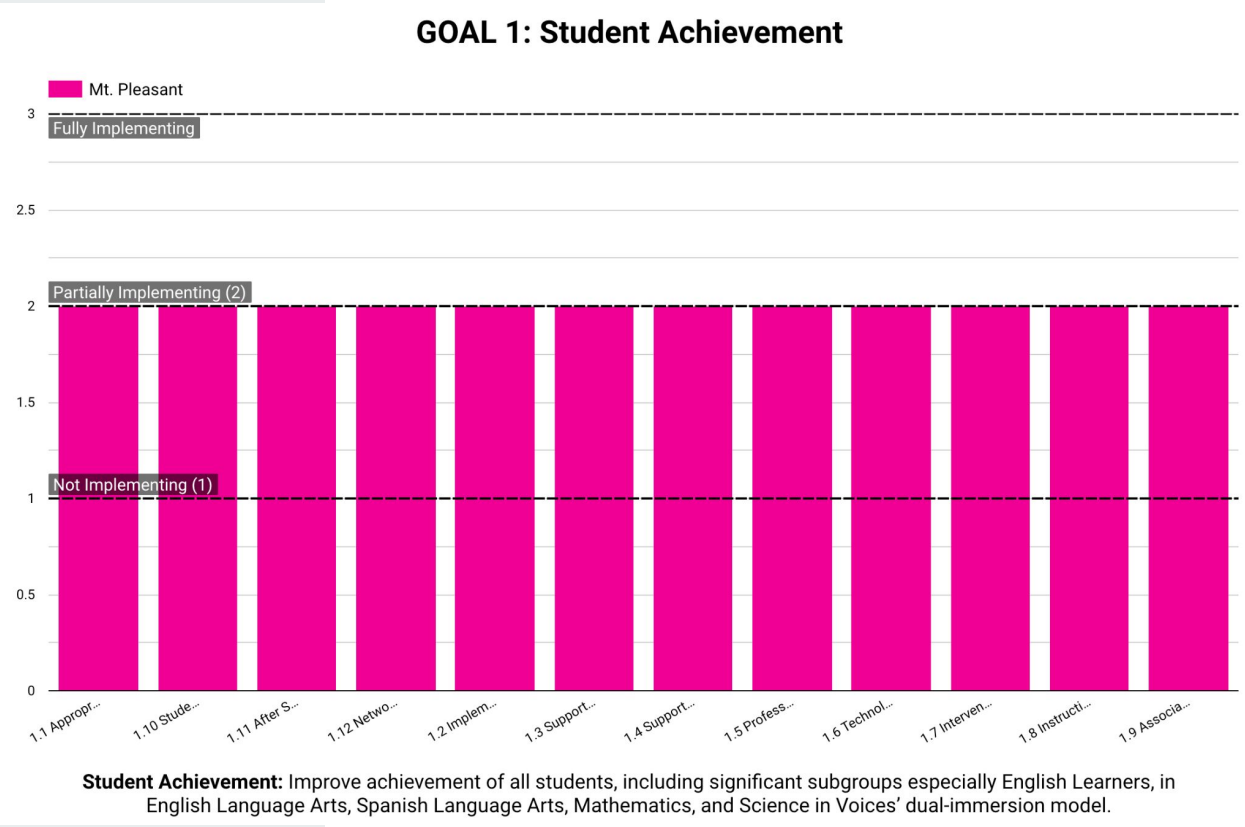
Expenditures

Budget Overview for Parents - Mt. Pleasant

Budget Item	Original Forecast 24-25	Current Forecast 24-25 Budget	Budget Difference
Total LCFF funds	3,587,420	3,100,356	-487,064
LCFF supplemental and concentration grants	845,146	727,418	-117,728
All other state funds	1,633,620	1,691,519	57,899
All local funds	45,000	445,000	400,000
All federal funds	293,223	304,268	11,045
Total projected revenue	5,559,263	5,541,143	-18,120
Total budgeted general fund expenditures	5,954,411	5,782,550	-171,861

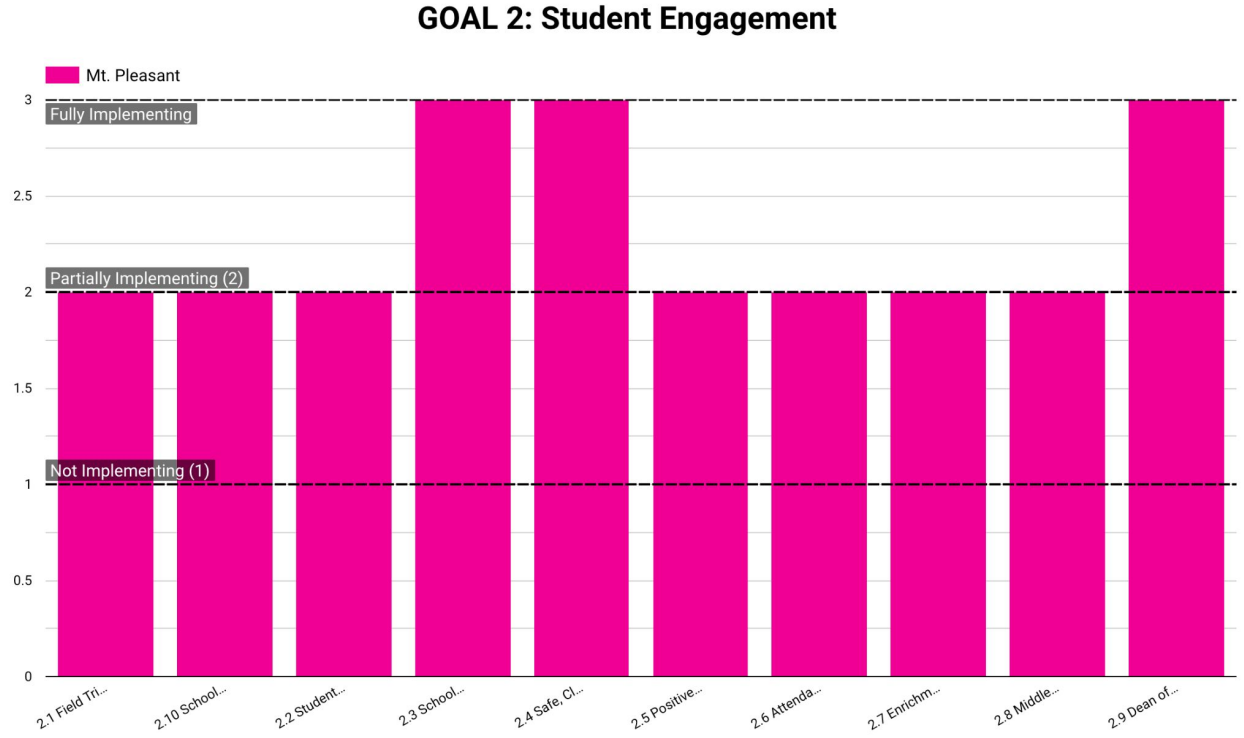


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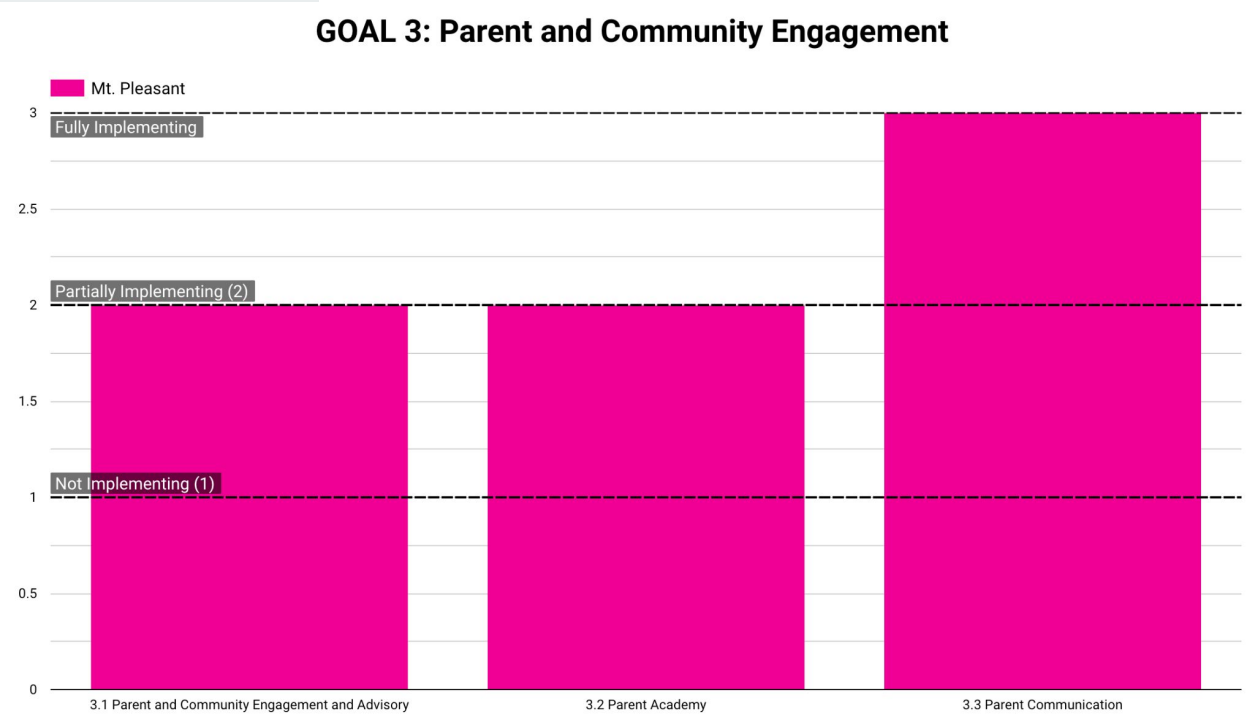
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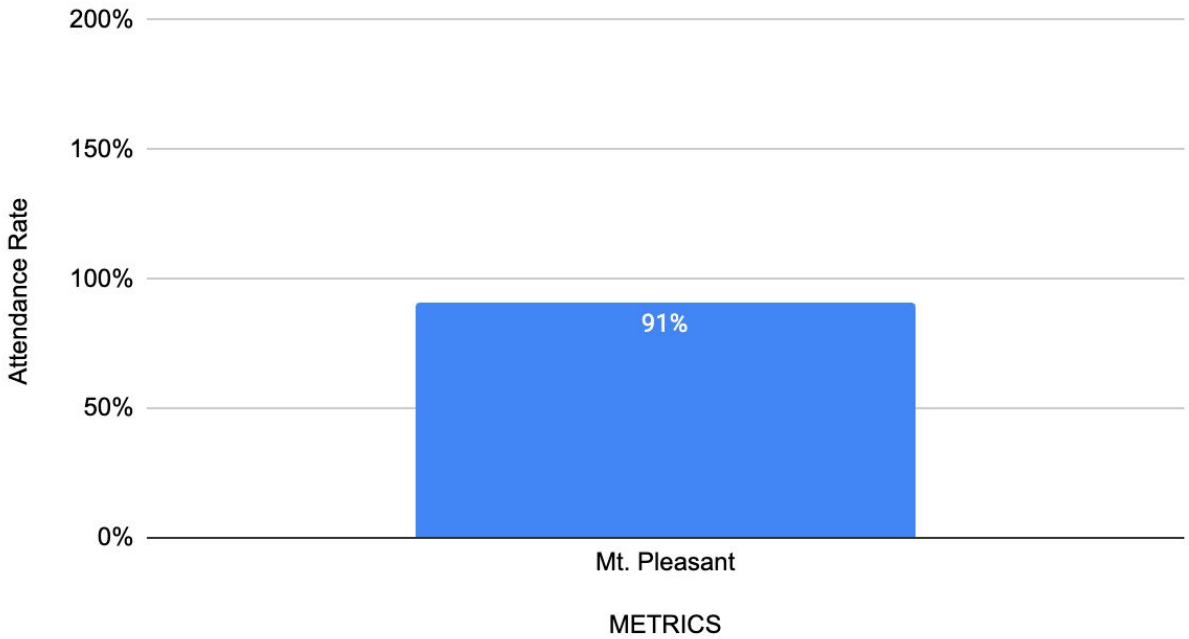
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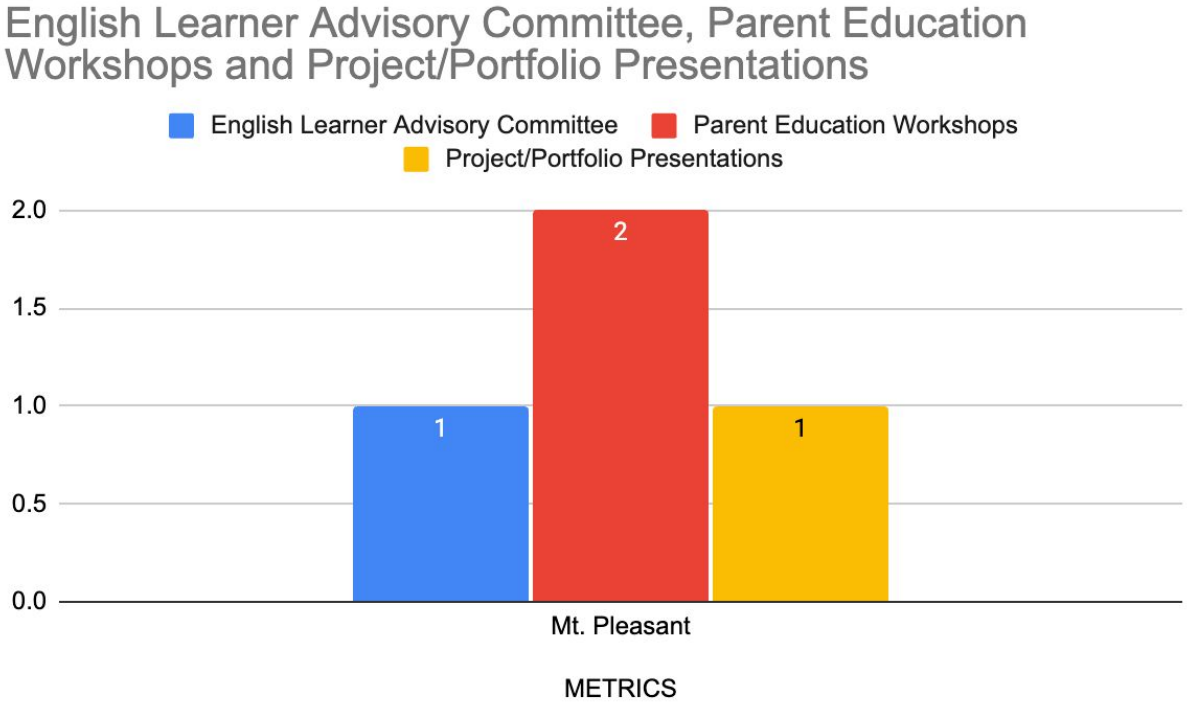


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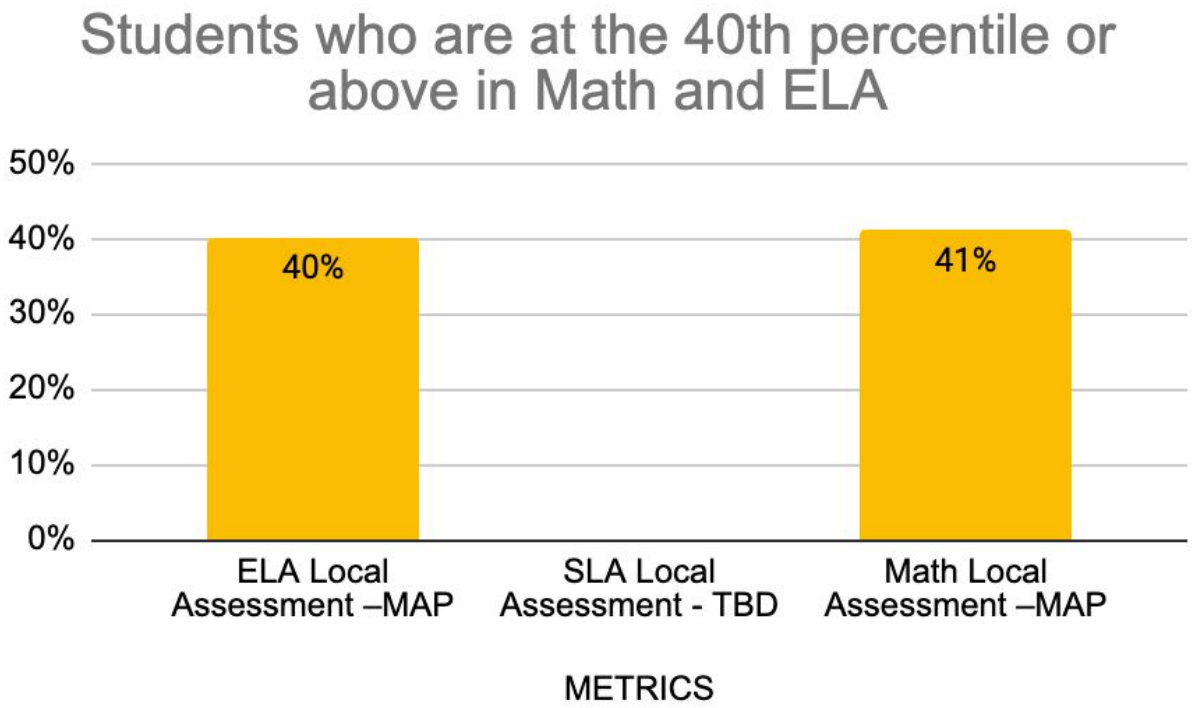


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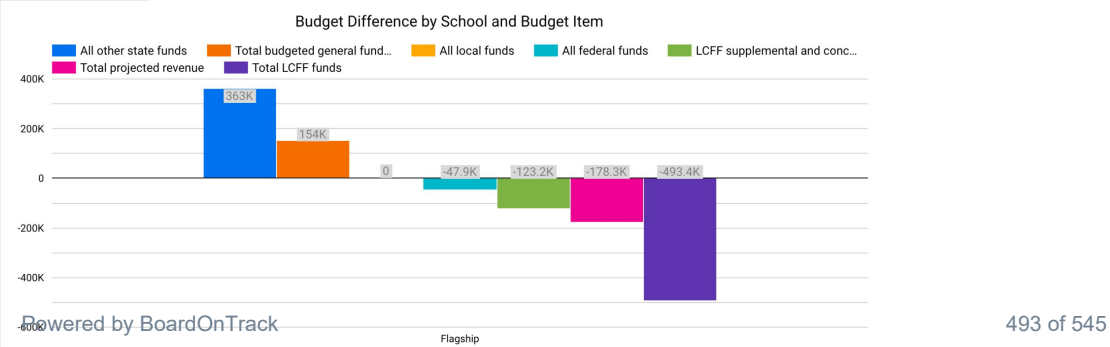
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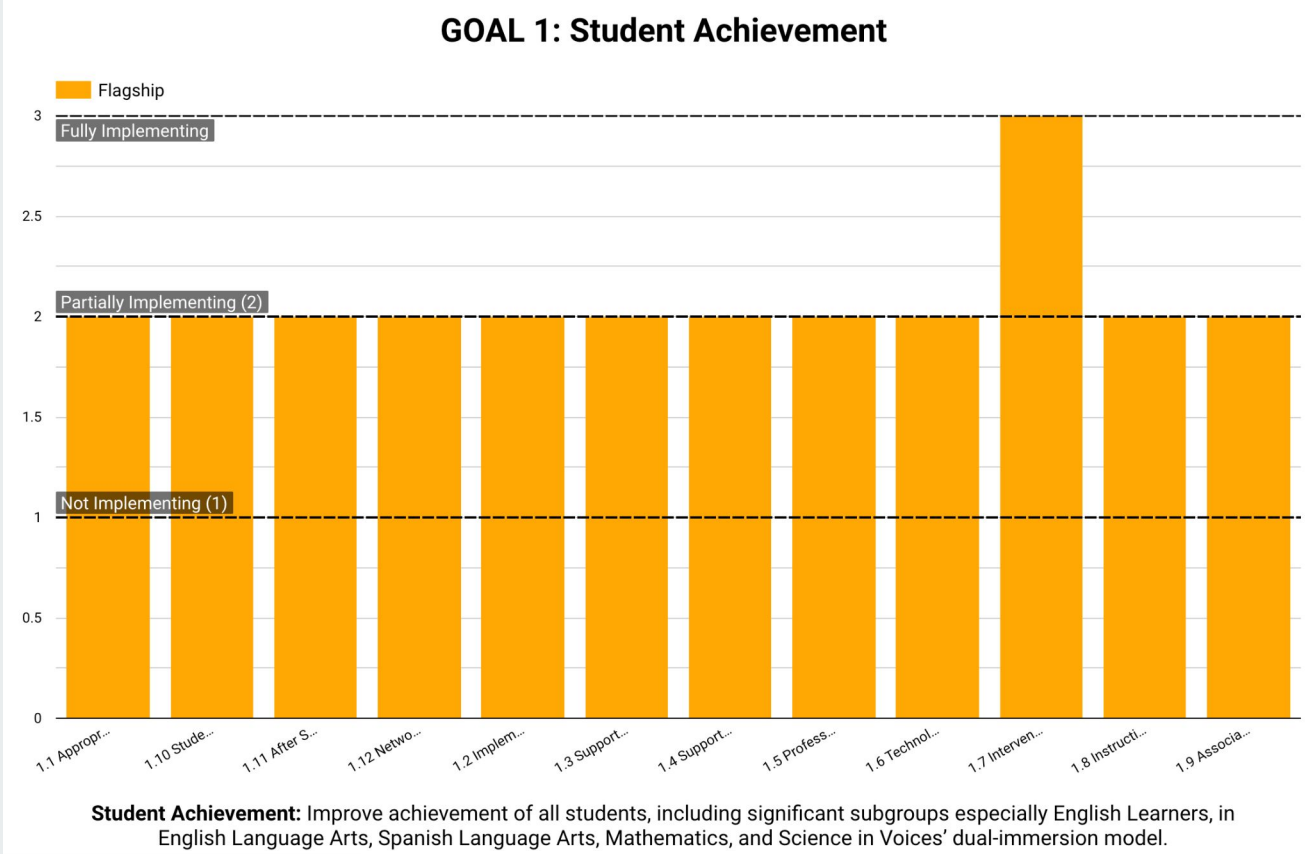
Expenditures

Budget Overview for Parents - Flagship

Budget Item	Original Forecast 24-25	Current Forecast 24-25 Budget	Budget Difference
Total LCFF funds	4,593,597	4,100,190	-493,407
LCFF supplemental and concentration grants	1,020,776	897,531	-123,245
All other state funds	1,431,872	1,794,860	362,988
All local funds	35,000	35,000	0
All federal funds	387,962	340,087	-47,875
Total projected revenue	6,448,431	6,270,137	-178,294
Total budgeted general fund expenditures	6,461,203	6,615,195	153,992

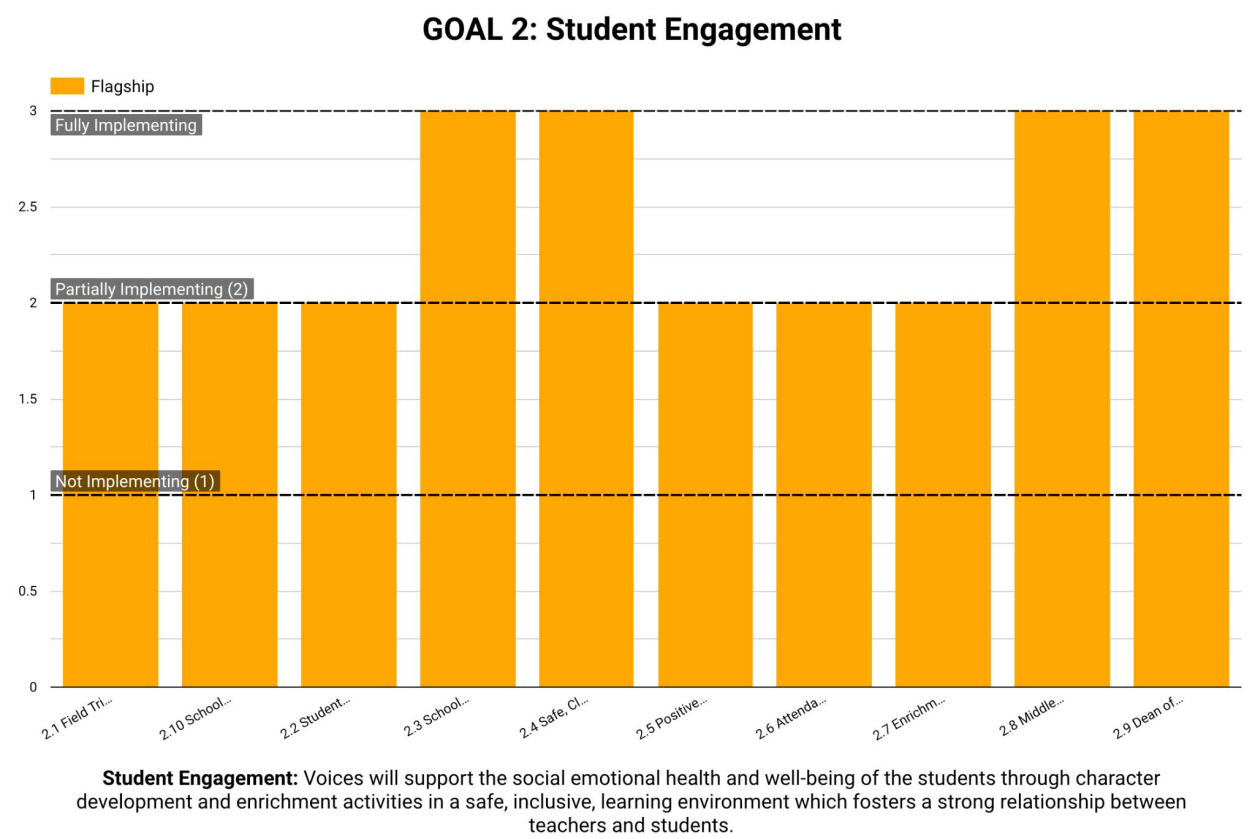


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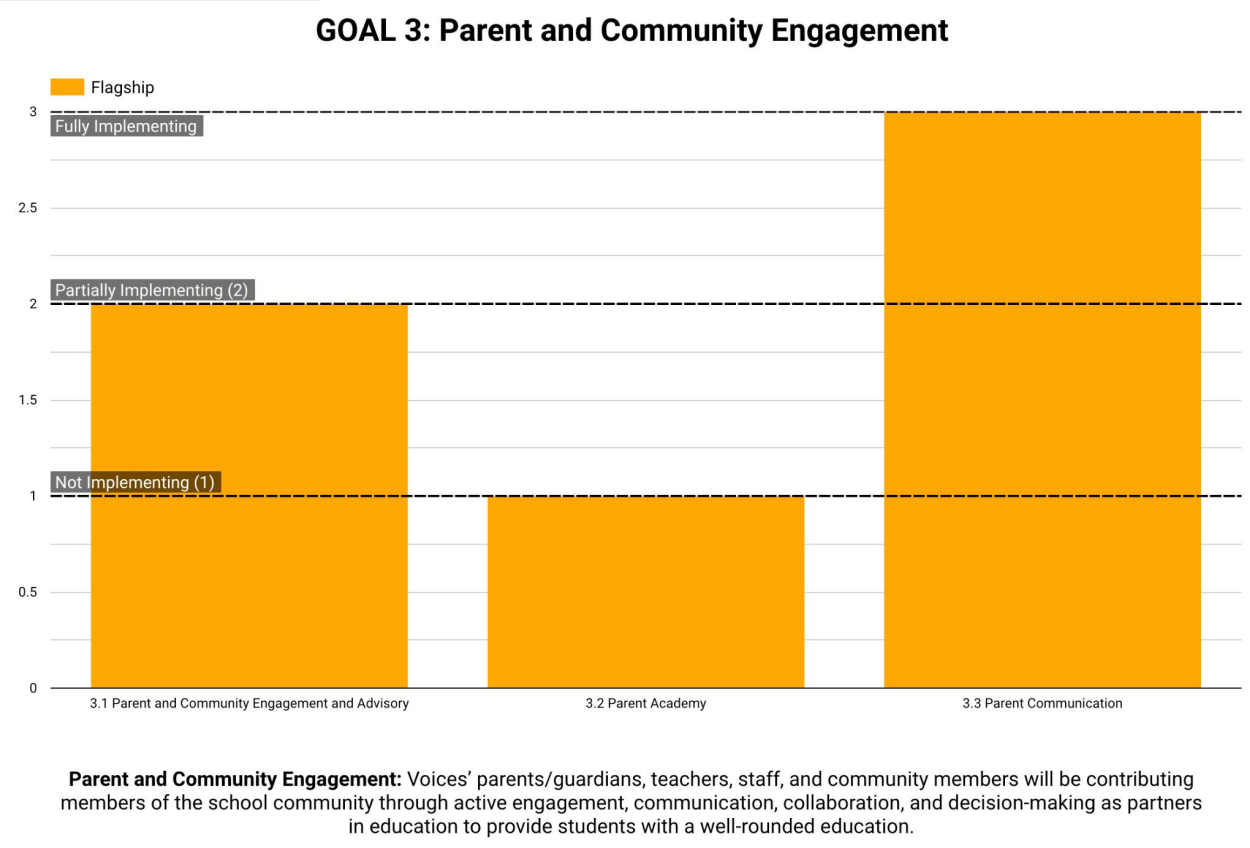
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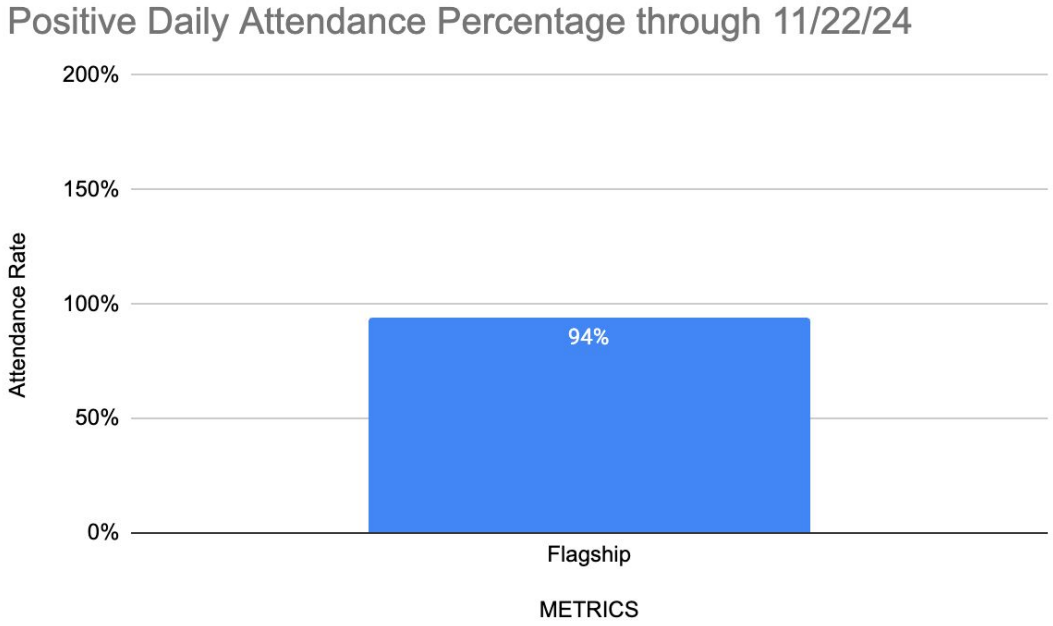
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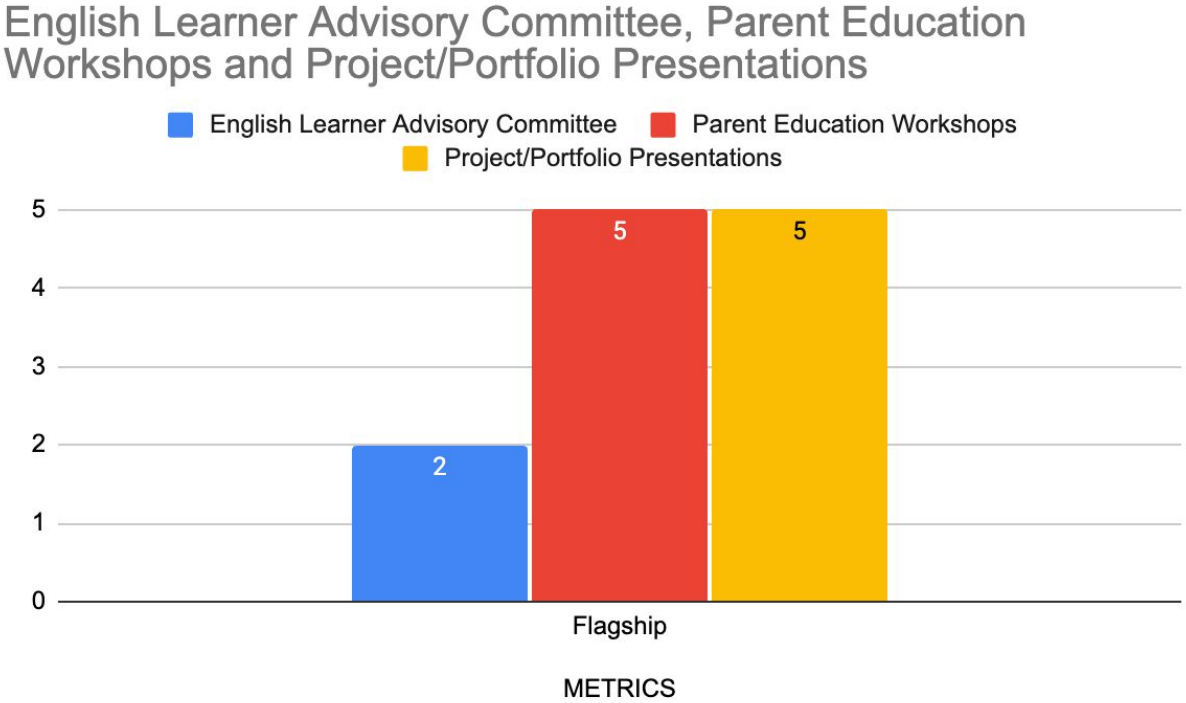


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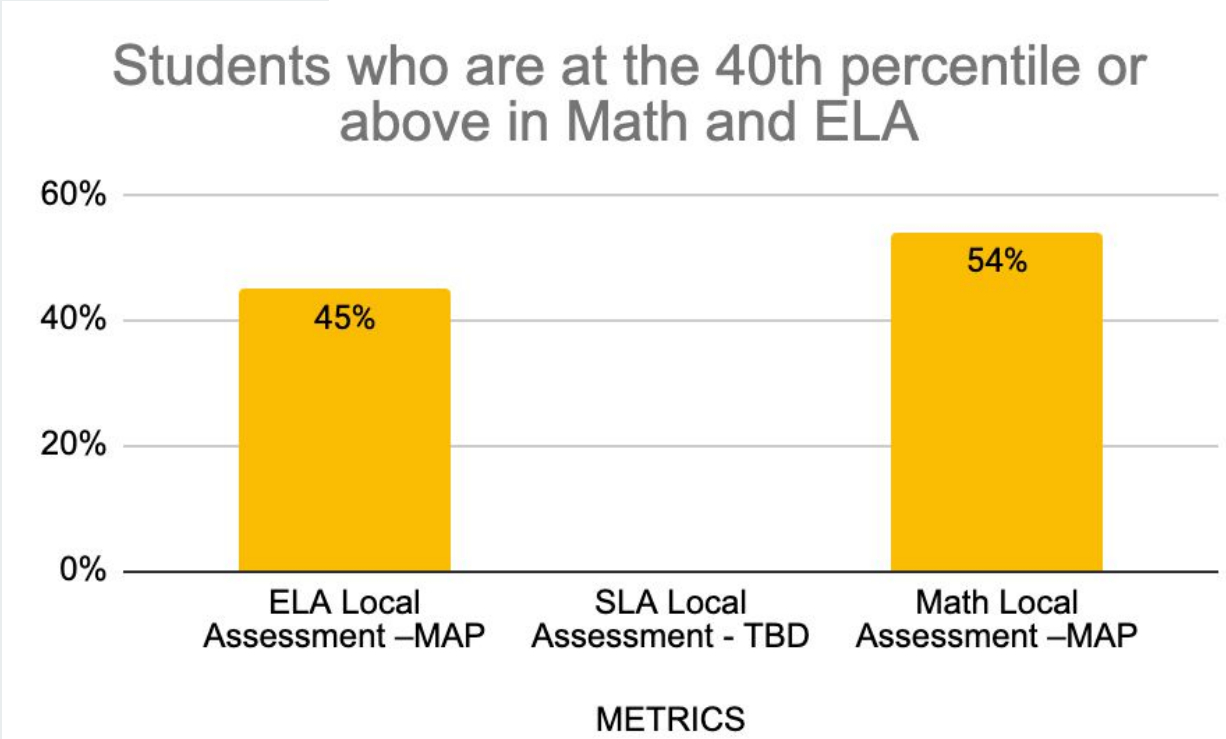


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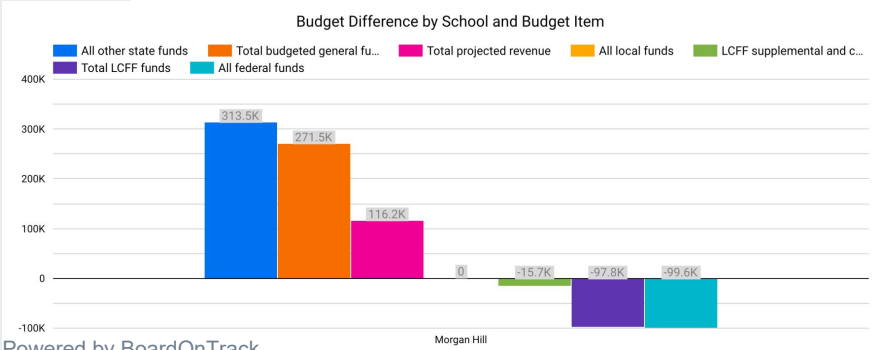
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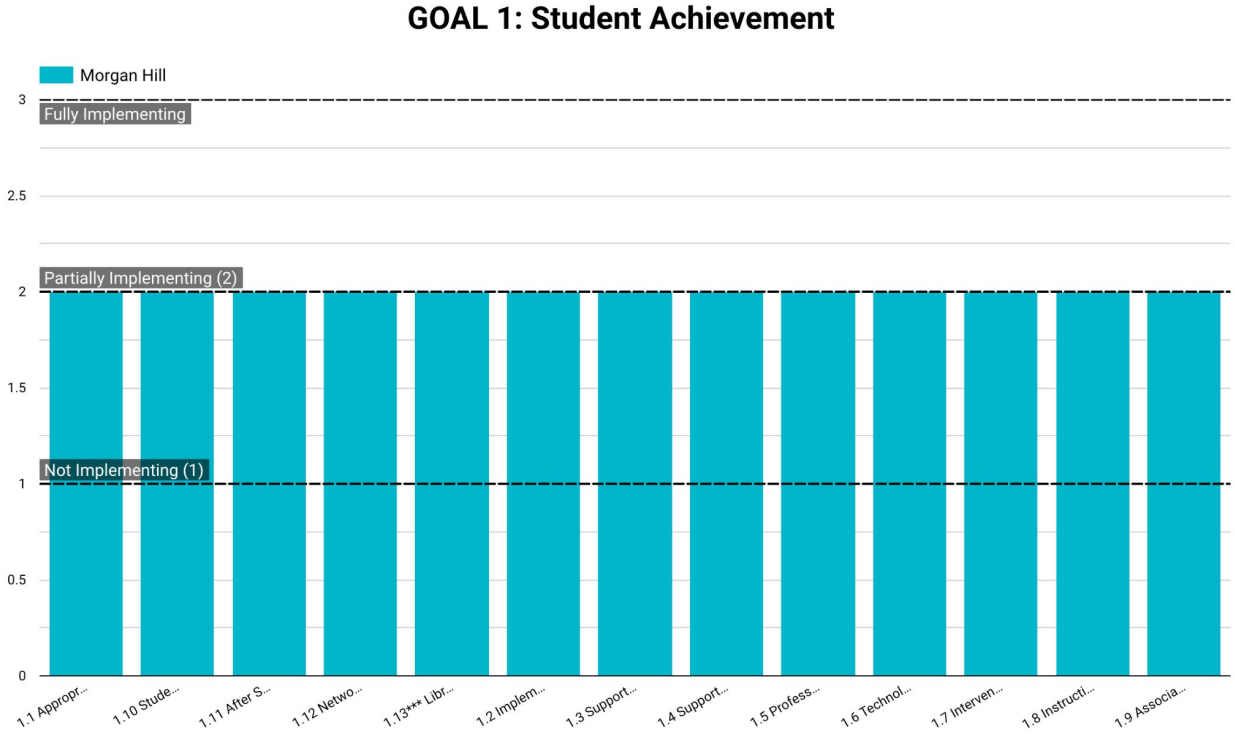
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Budget Overview for Parents - Morgan Hill

Budget Item	Original Forecast 24-25	Current Forecast 24-25 Budget	Budget Difference
Total LCFF funds	3,970,741	3,872,991	-97,750
LCFF supplemental and concentration grants	550,458	534,727	-15,731
All other state funds	1,845,066	2,158,520	313,454
All local funds	28,000	28,000	0
All federal funds	450,092	350,538	-99,554
Total projected revenue	6,293,899	6,410,050	116,151
Total budgeted general fund expenditures	6,218,994	6,490,474	271,480



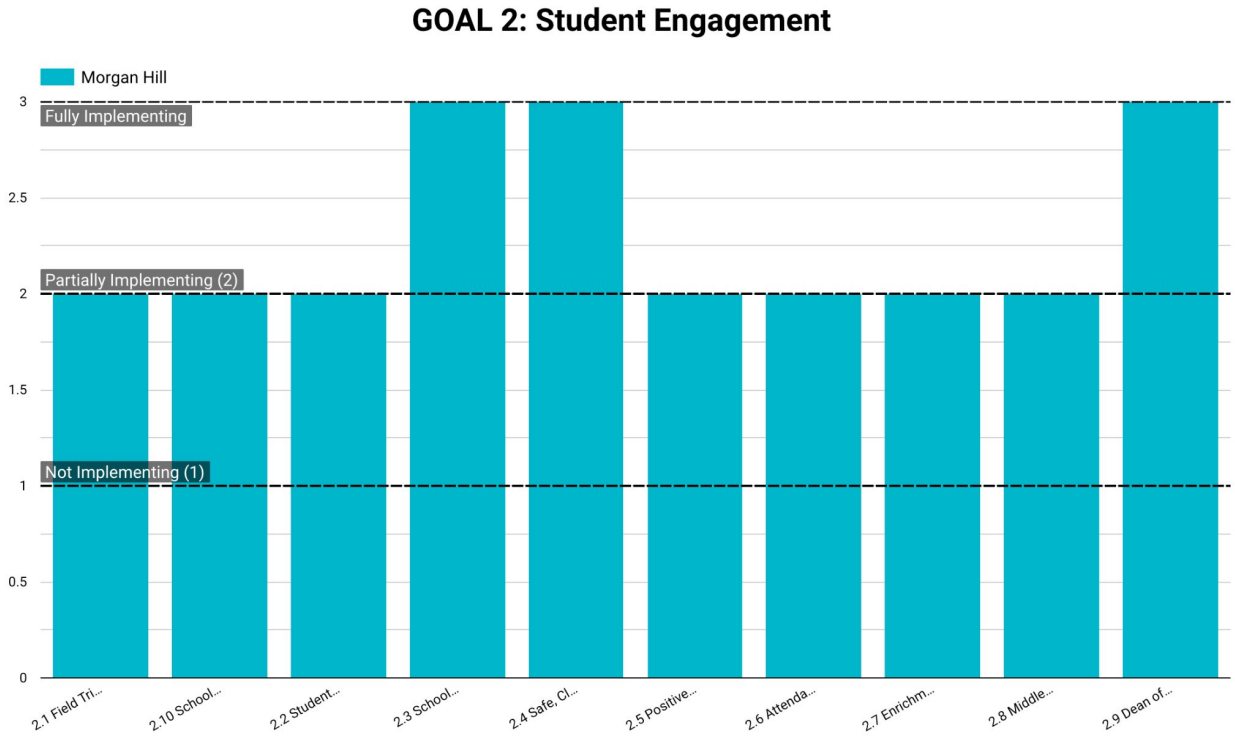
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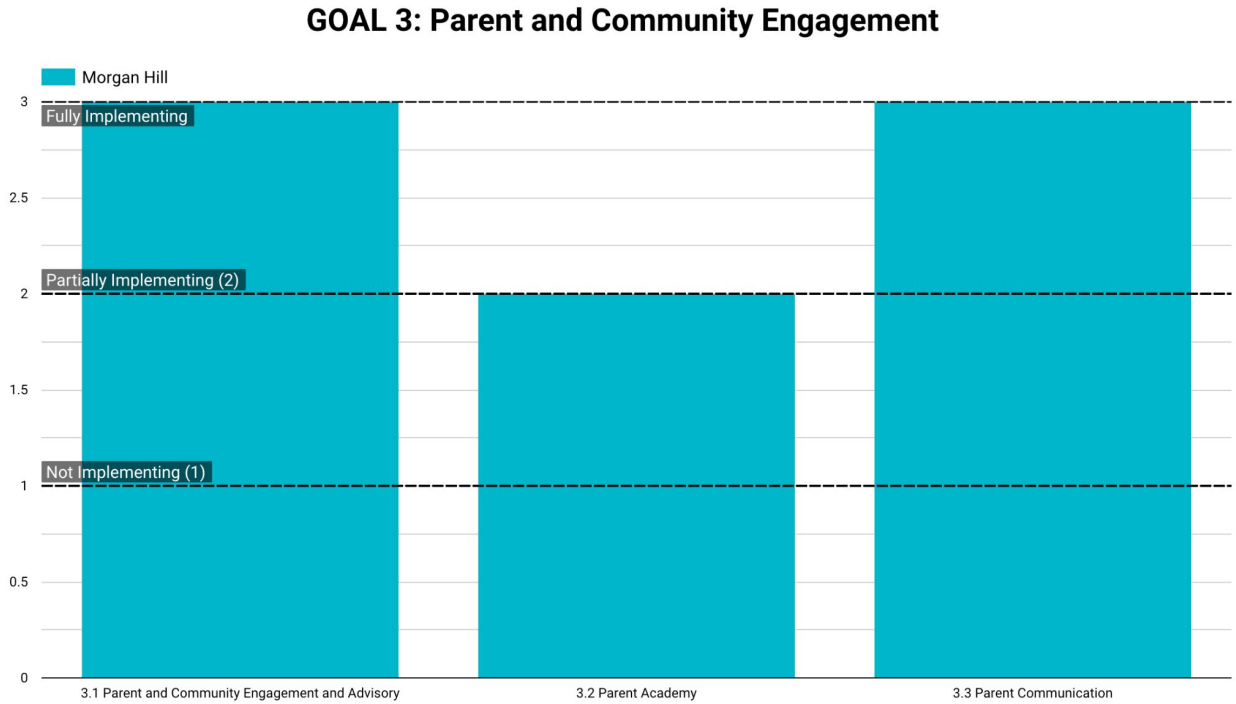
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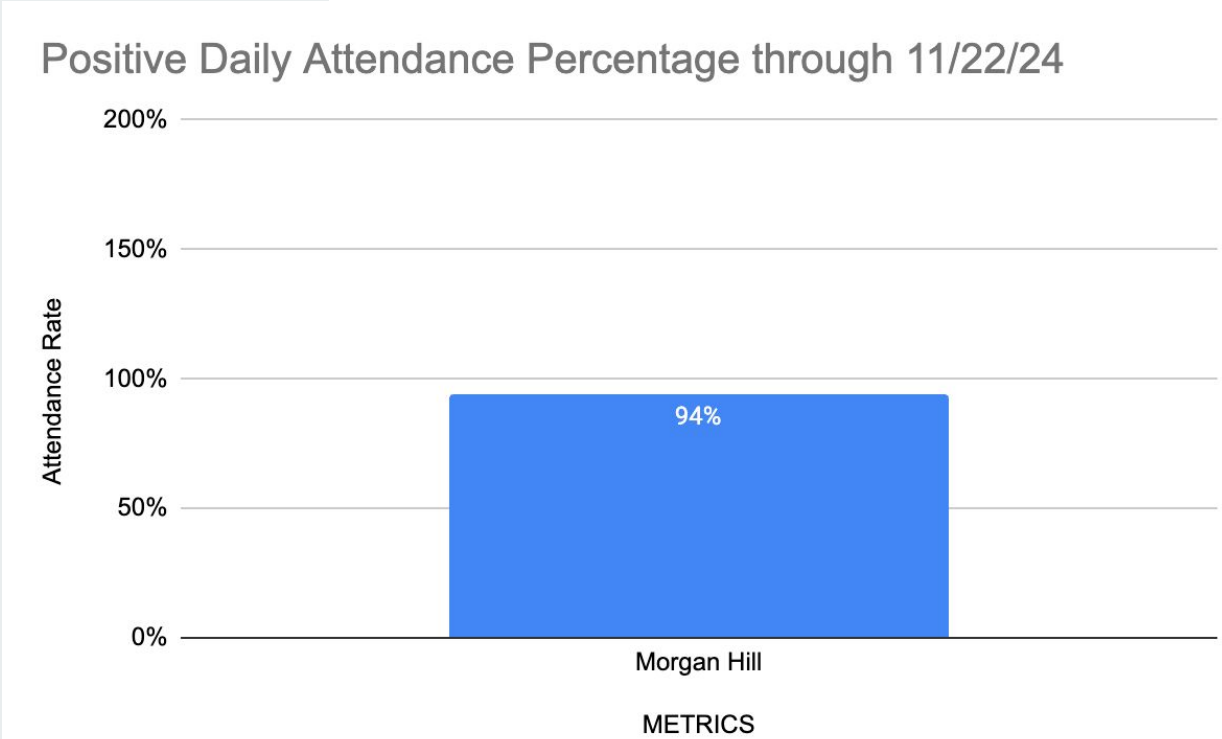
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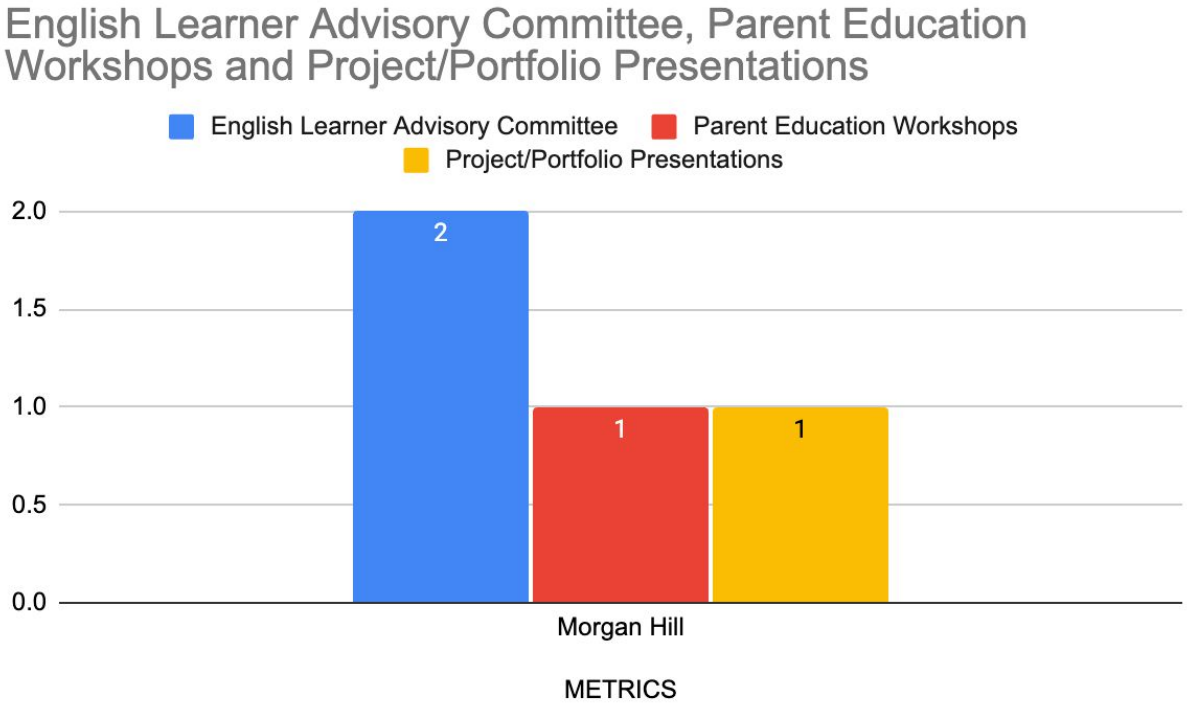


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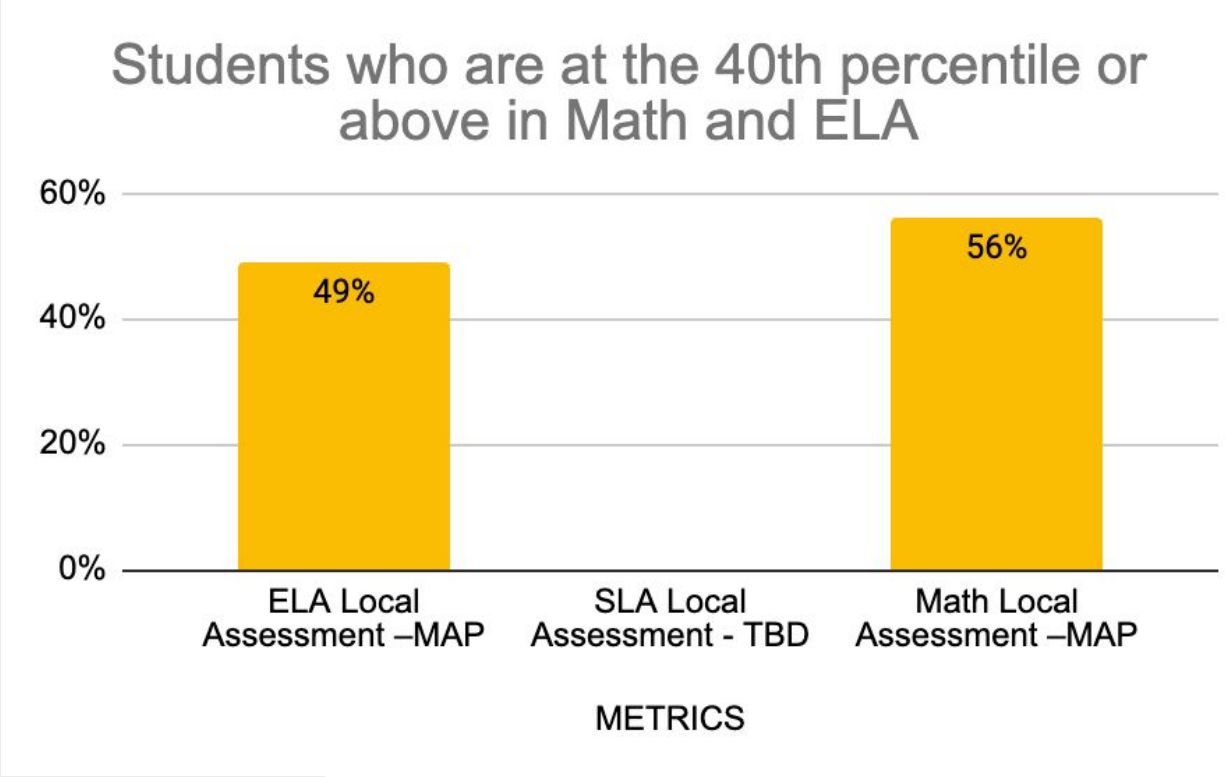


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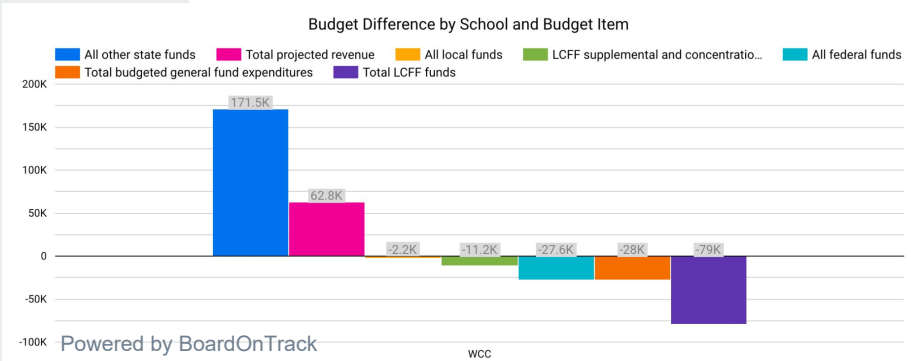
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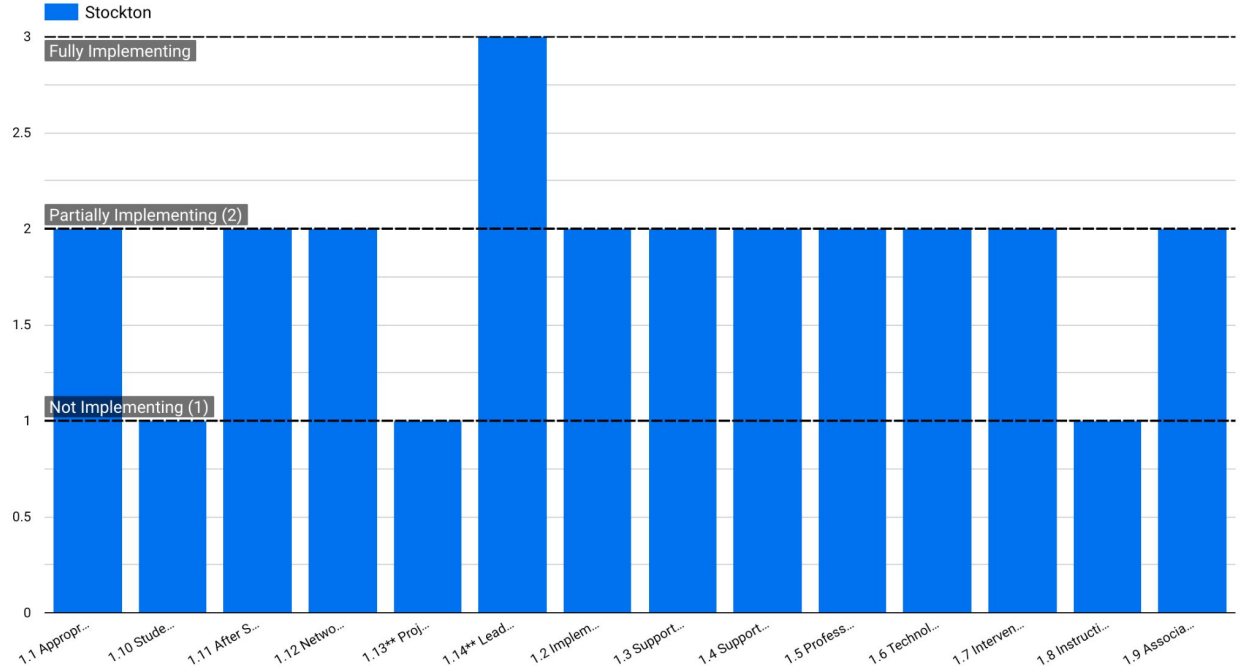
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LCFF supplemental and concentration grants	515,632	467,937	-47,695
All other state funds	1,011,509	1,267,052	255,543
All local funds	3,000	7,000	4,000
All federal funds	176,243	218,806	42,563
Total projected revenue	3,294,676	3,399,549	104,873
Total budgeted general fund expenditures	3,319,500	3,386,873	67,373



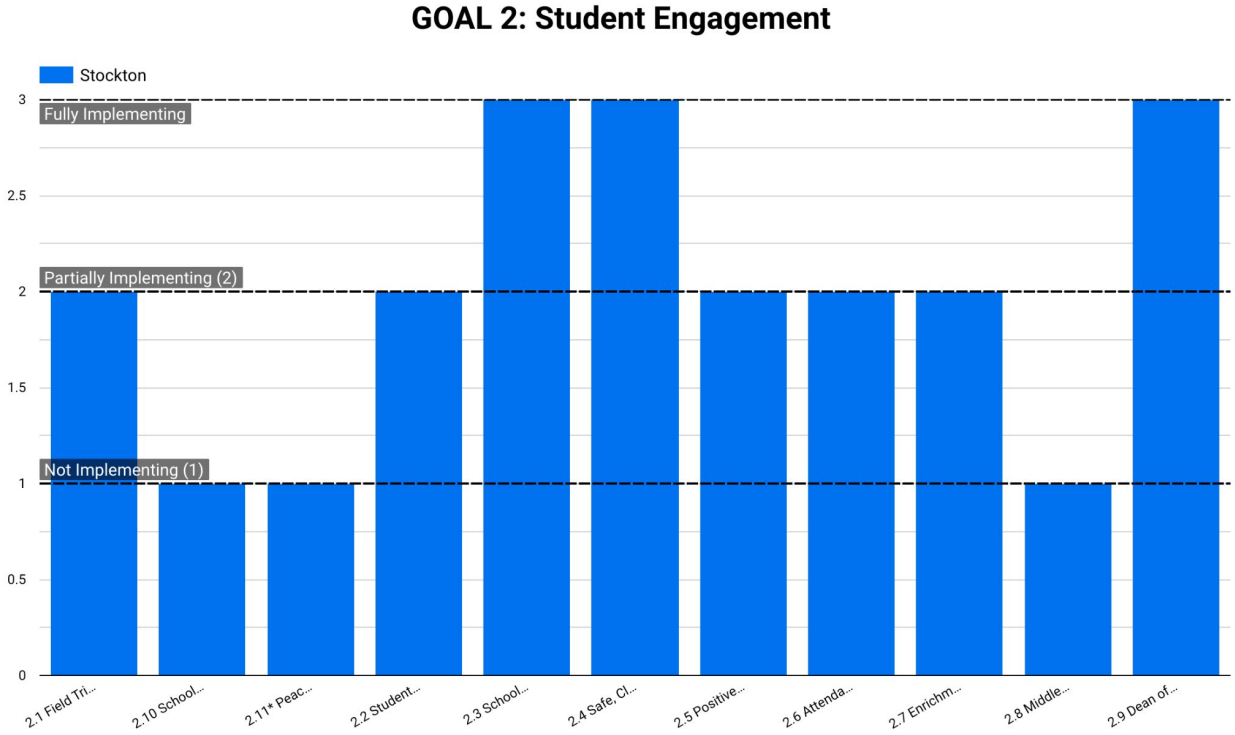
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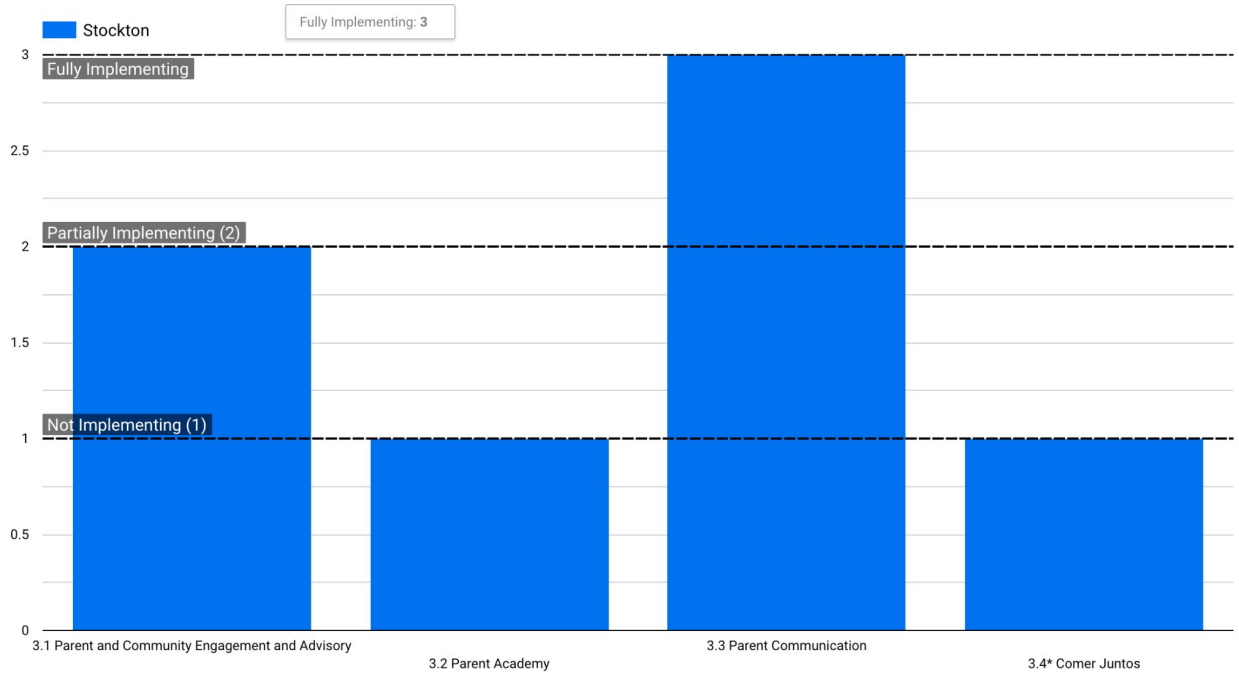
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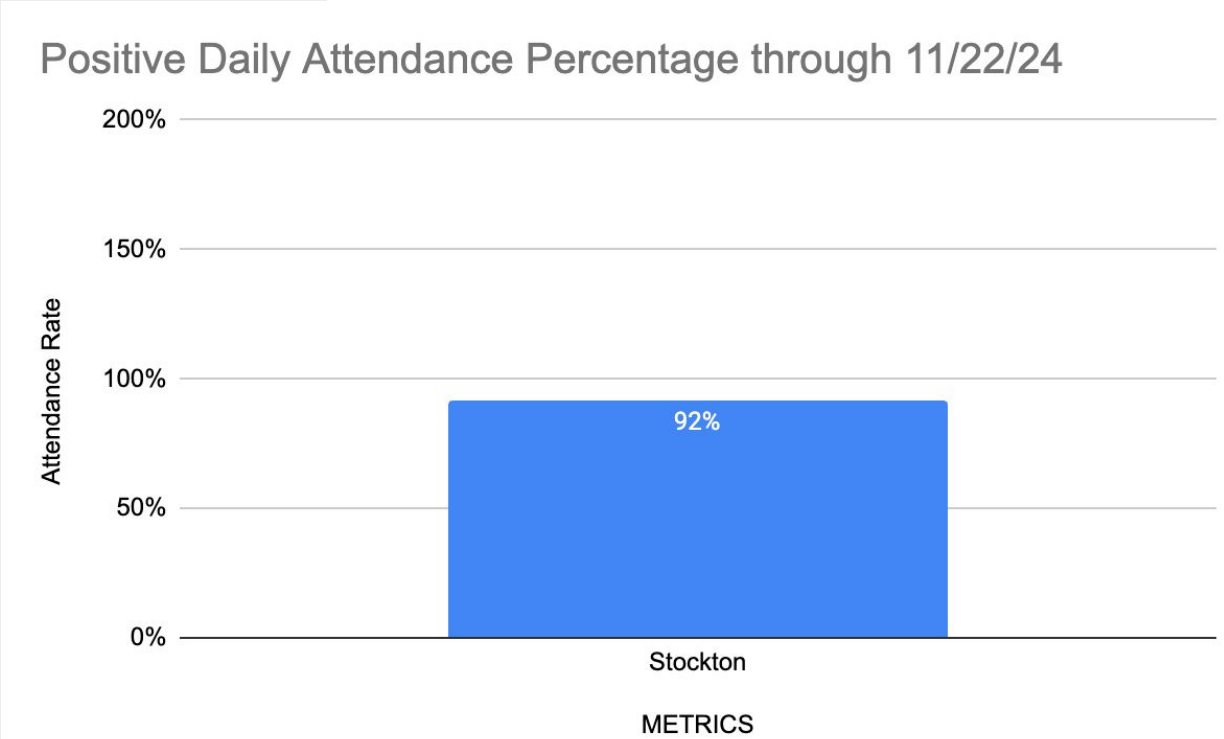
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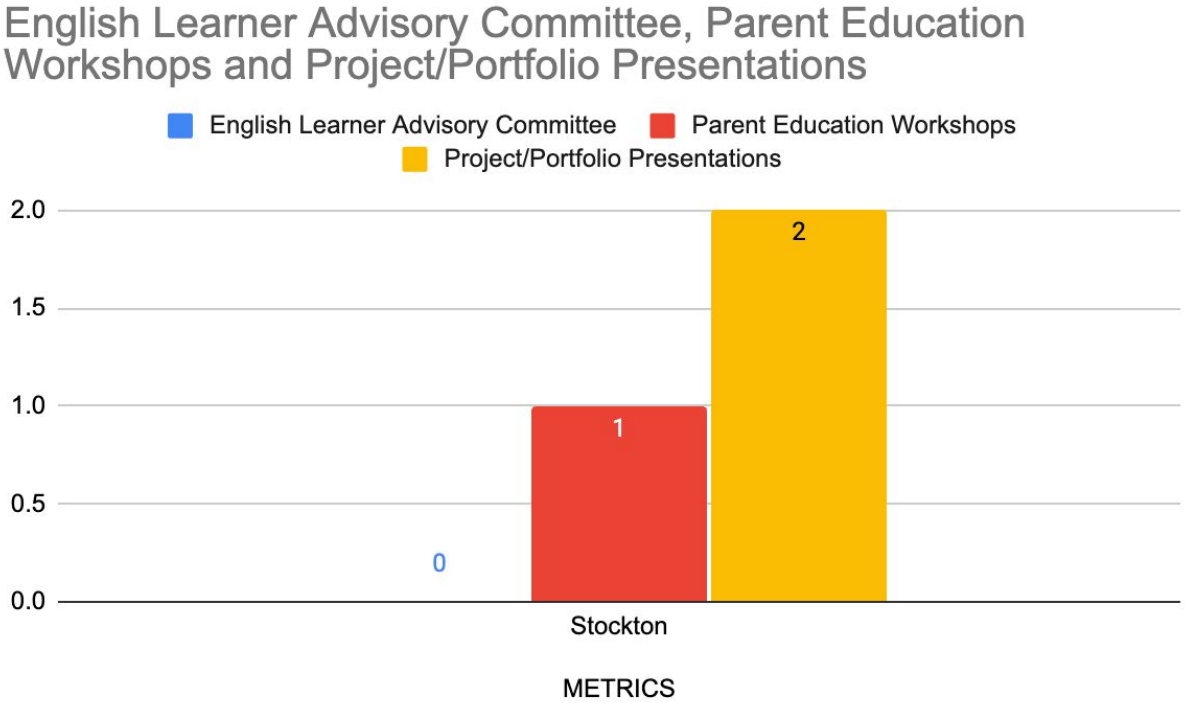
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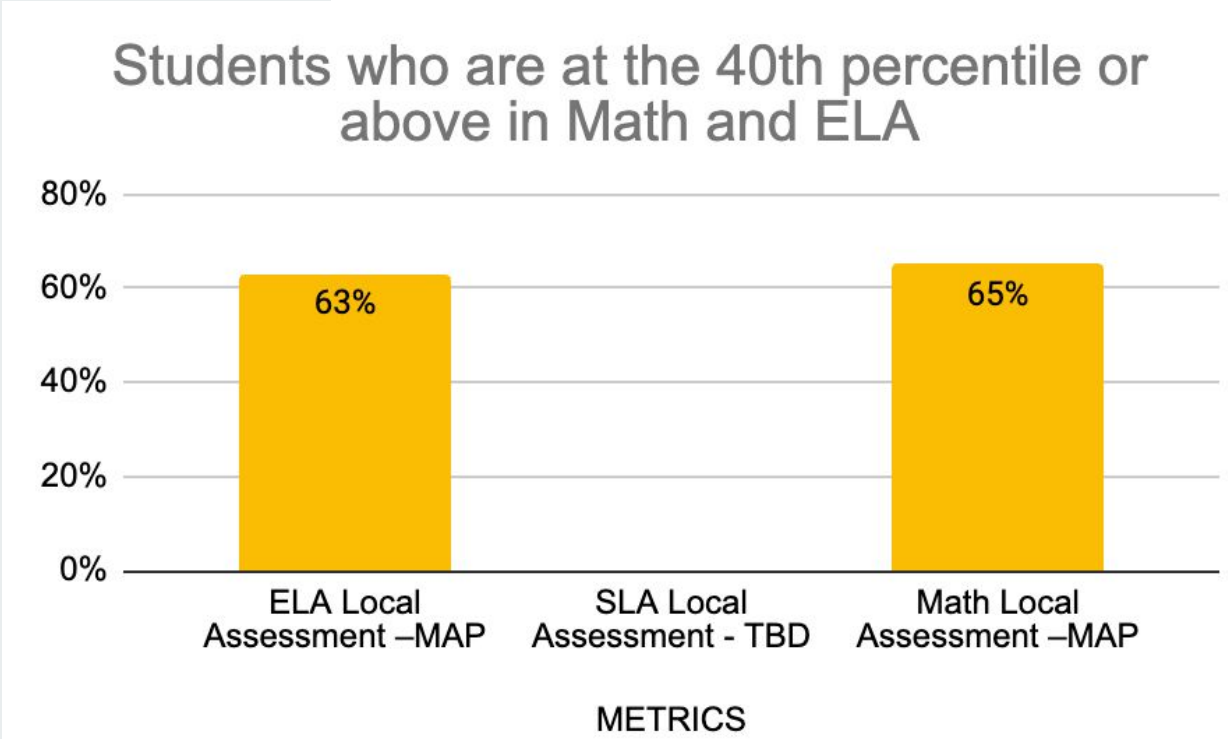


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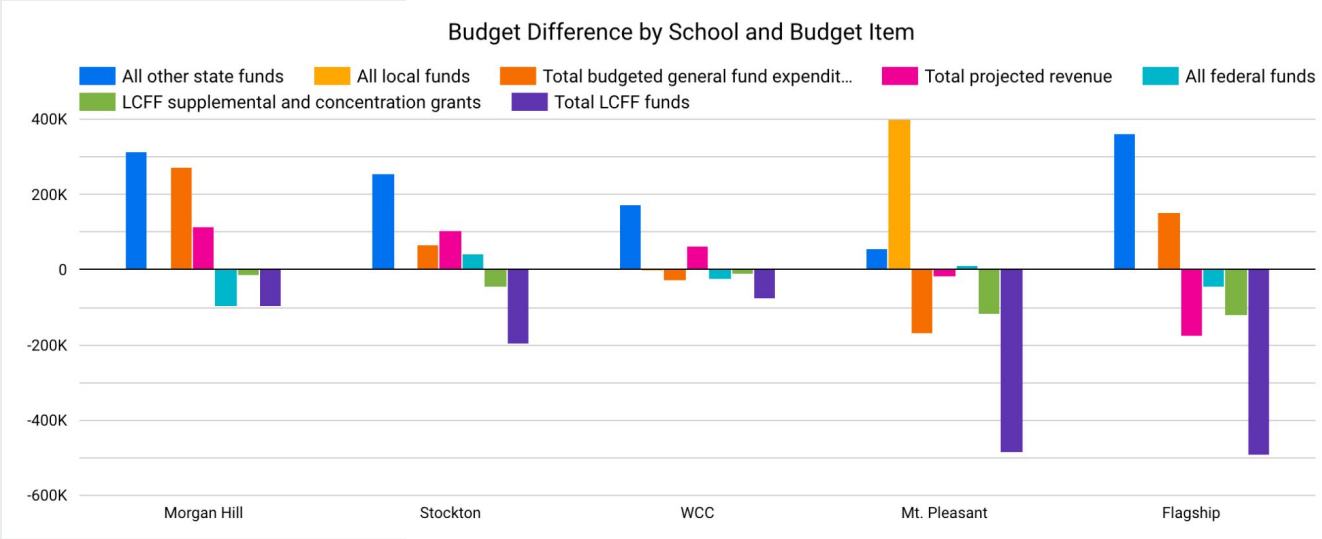
What is expected of a mid-year update?

Mid-Year 2024-25 Annual Update Board Presentation

– LCFF Financial Expenditures YTD

– LCAP Actions Implementation Update

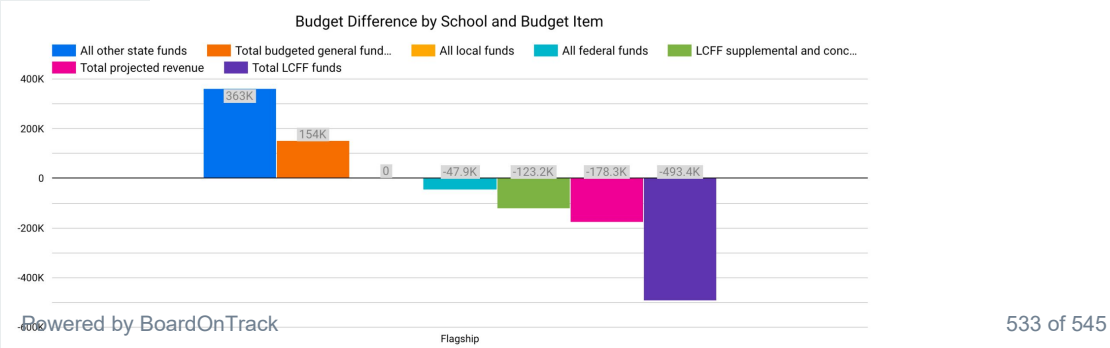
Expenditures



Expenditures

Budget Overview for Parents - Flagship

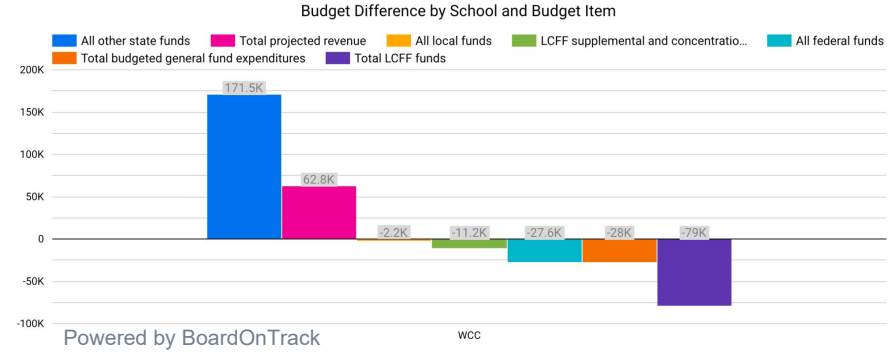
Budget Item	Original Forecast 24-25	Current Forecast 24-25 Budget	Budget Difference
Total LCFF funds	4,593,597	4,100,190	-493,407
LCFF supplemental and concentration grants	1,020,776	897,531	-123,245
All other state funds	1,431,872	1,794,860	362,988
All local funds	35,000	35,000	0
All federal funds	387,962	340,087	-47,875
Total projected revenue	6,448,431	6,270,137	-178,294
Total budgeted general fund expenditures	6,461,203	6,615,195	153,992



Expenditures

Budget Overview for Parents - WCC

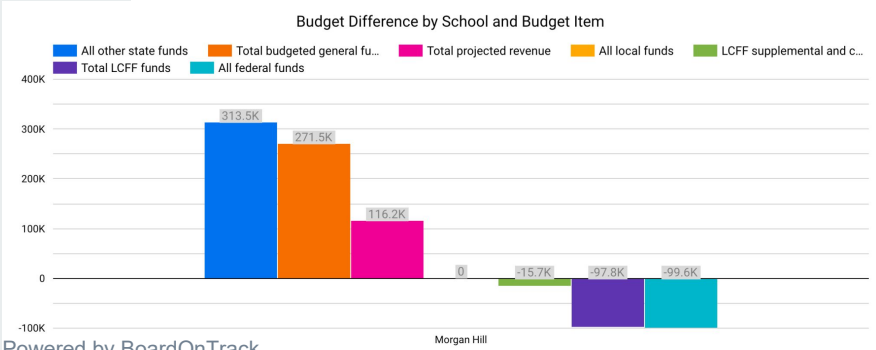
Budget Item	Original Forecast 24-25	Current Forecast 24-25 Budget	Budget Difference
Total LCFF funds	4,445,737	4,366,733	-79,004
LCFF supplemental and concentration grants	911,456	900,278	-11,178
All other state funds	1,996,400	2,167,947	171,547
All local funds	134,500	132,340	-2,160
All federal funds	336,995	309,394	-27,601
Total projected revenue	6,913,632	6,976,414	62,782
Total budgeted general fund expenditures	6,468,964	6,441,011	-27,953



Expenditures

Budget Overview for Parents - Morgan Hill

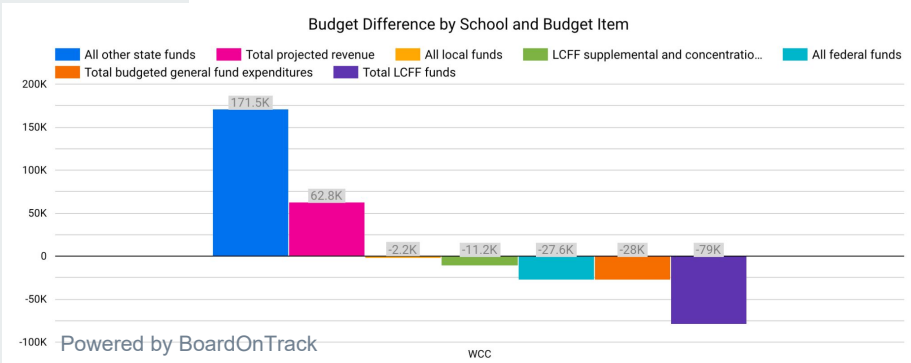
Budget Item	Original Forecast 24-25	Current Forecast 24-25 Budget	Budget Difference
Total LCFF funds	3,970,741	3,872,991	-97,750
LCFF supplemental and concentration grants	550,458	534,727	-15,731
All other state funds	1,845,066	2,158,520	313,454
All local funds	28,000	28,000	0
All federal funds	450,092	350,538	-99,554
Total projected revenue	6,293,899	6,410,050	116,151
Total budgeted general fund expenditures	6,218,994	6,490,474	271,480



Expenditures

Budget Overview for Parents - Stockton

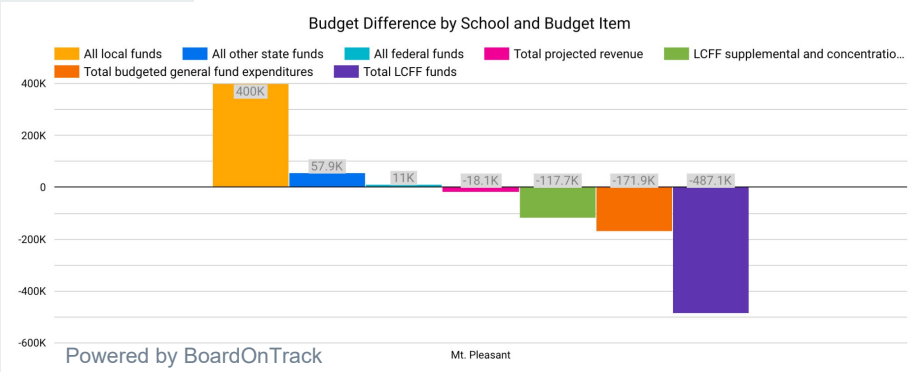
Budget Item	Original Forecast 24-25	Current Forecast 24-25 Budget	Budget Difference
Total LCFF funds	2,103,924	1,906,691	-197,233
LCFF supplemental and concentration grants	515,632	467,937	-47,695
All other state funds	1,011,509	1,267,052	255,543
All local funds	3,000	7,000	4,000
All federal funds	176,243	218,806	42,563
Total projected revenue	3,294,676	3,399,549	104,873
Total budgeted general fund expenditures	3,319,500	3,386,873	67,373



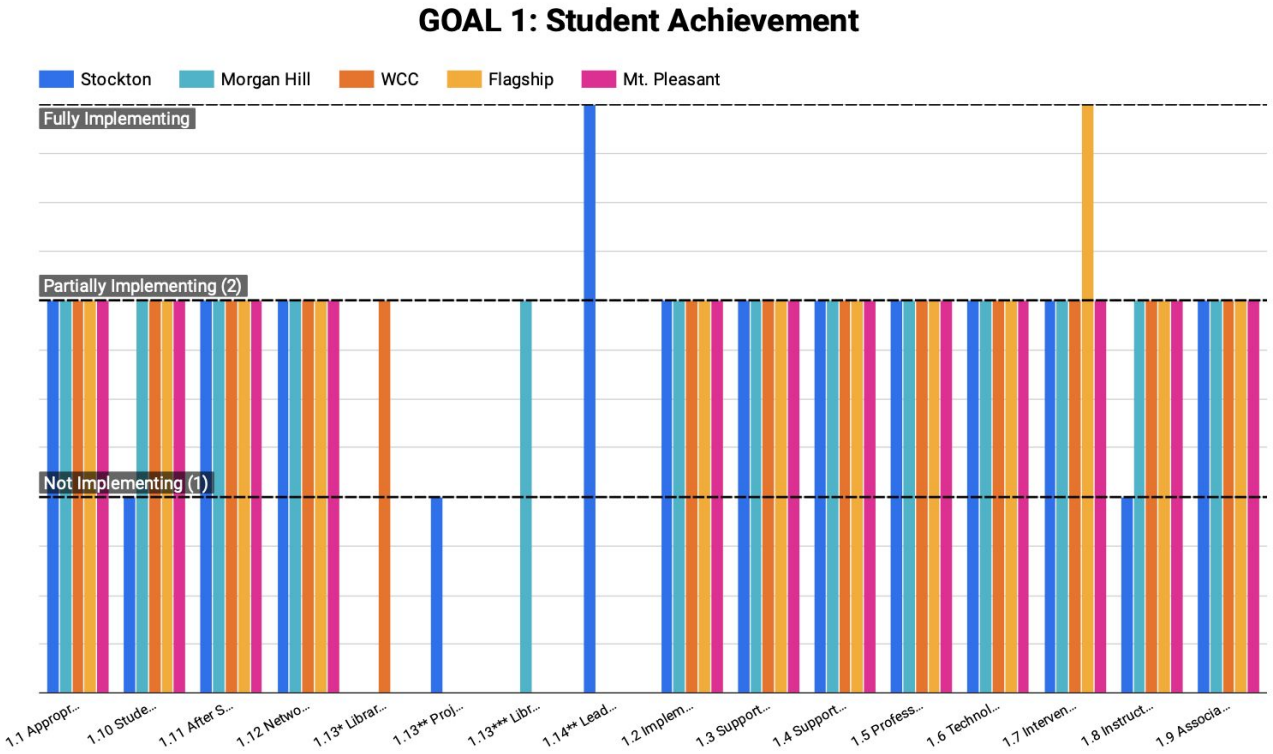
Expenditures

Budget Overview for Parents - Mt. Pleasant

Budget Item	Original Forecast 24-25	Current Forecast 24-25 Budget	Budget Difference
Total LCFF funds	3,587,420	3,100,356	-487,064
LCFF supplemental and concentration grants	845,146	727,418	-117,728
All other state funds	1,633,620	1,691,519	57,899
All local funds	45,000	445,000	400,000
All federal funds	293,223	304,268	11,045
Total projected revenue	5,559,263	5,541,143	-18,120
Total budgeted general fund expenditures	5,954,411	5,782,550	-171,861



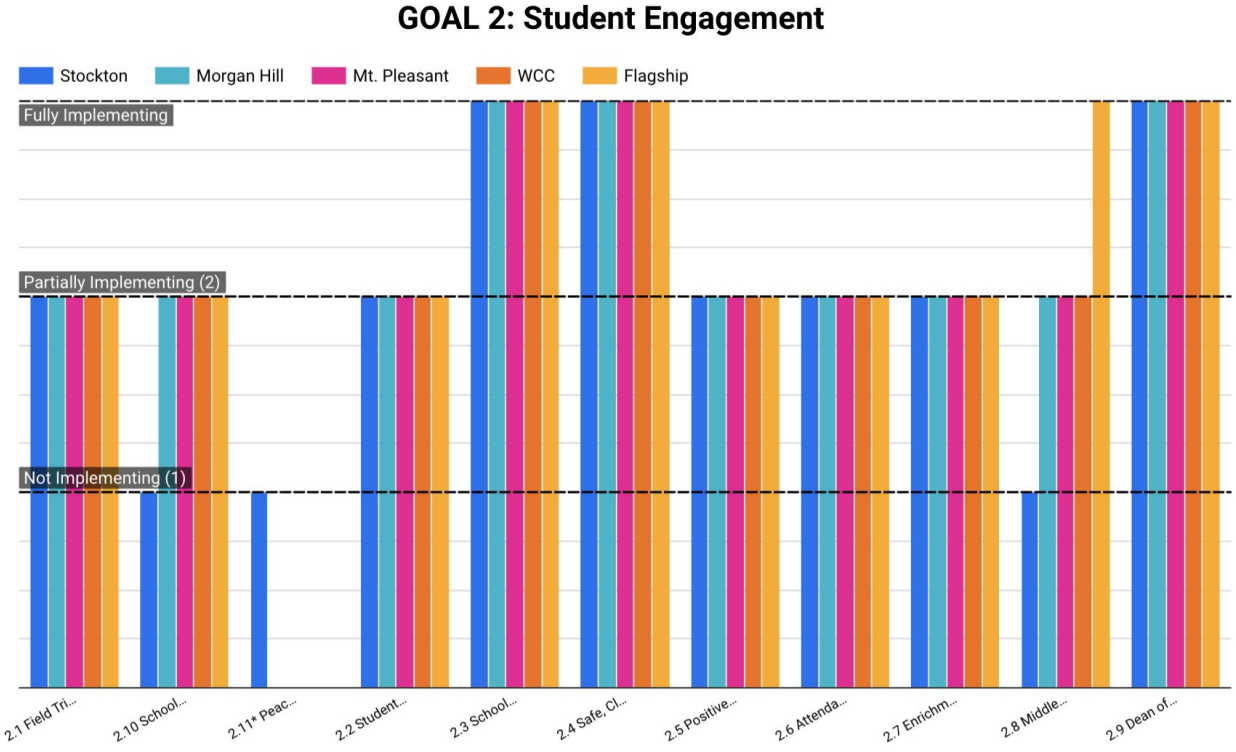
Actions Implementation by Goal



Student Achievement: Improve achievement of all students, including significant subgroups especially English Learners, in English Language Arts, Spanish Language Arts, Mathematics, and Science in Voices' dual-immersion model.

* Specific to WCC
** Specific to Stockton
** Specific to Morgan Hill

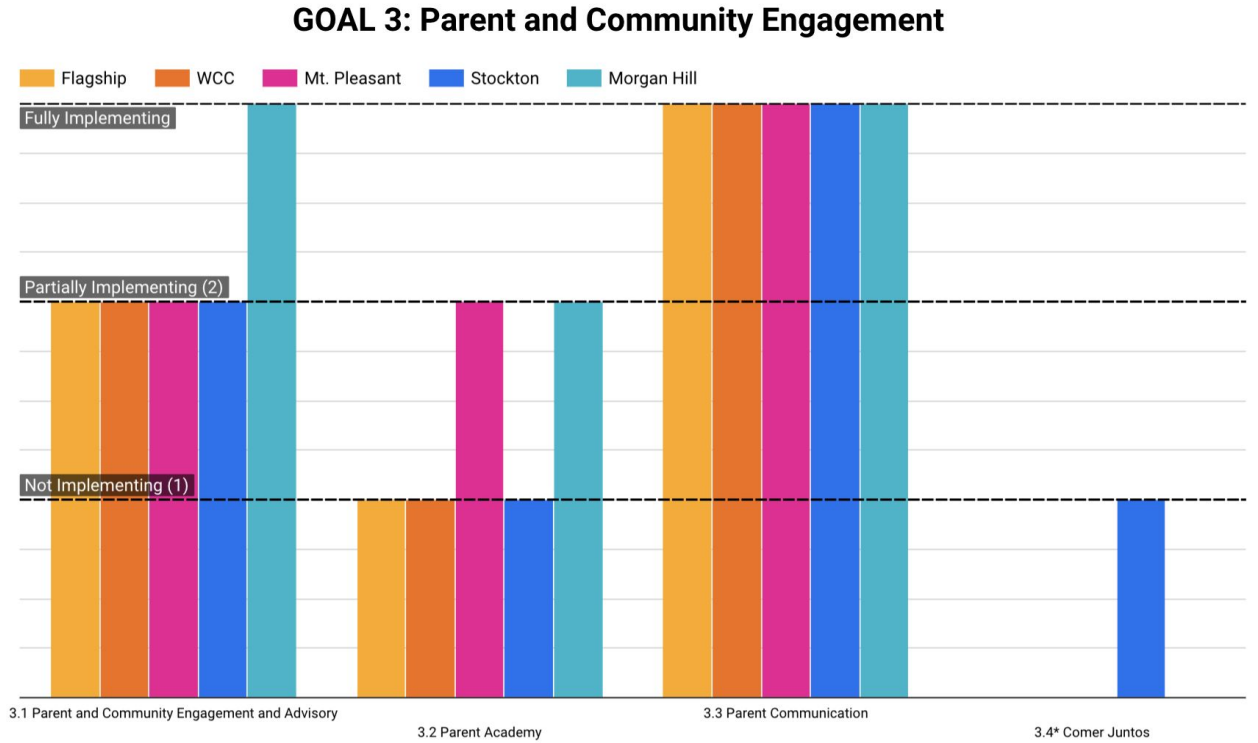
Actions Implementation by Goal



Student Engagement: Voices will support the social emotional health and well-being of the students through character development and enrichment activities in a safe, inclusive, learning environment which fosters a strong relationship between teachers and students.

* Specific to Stockton

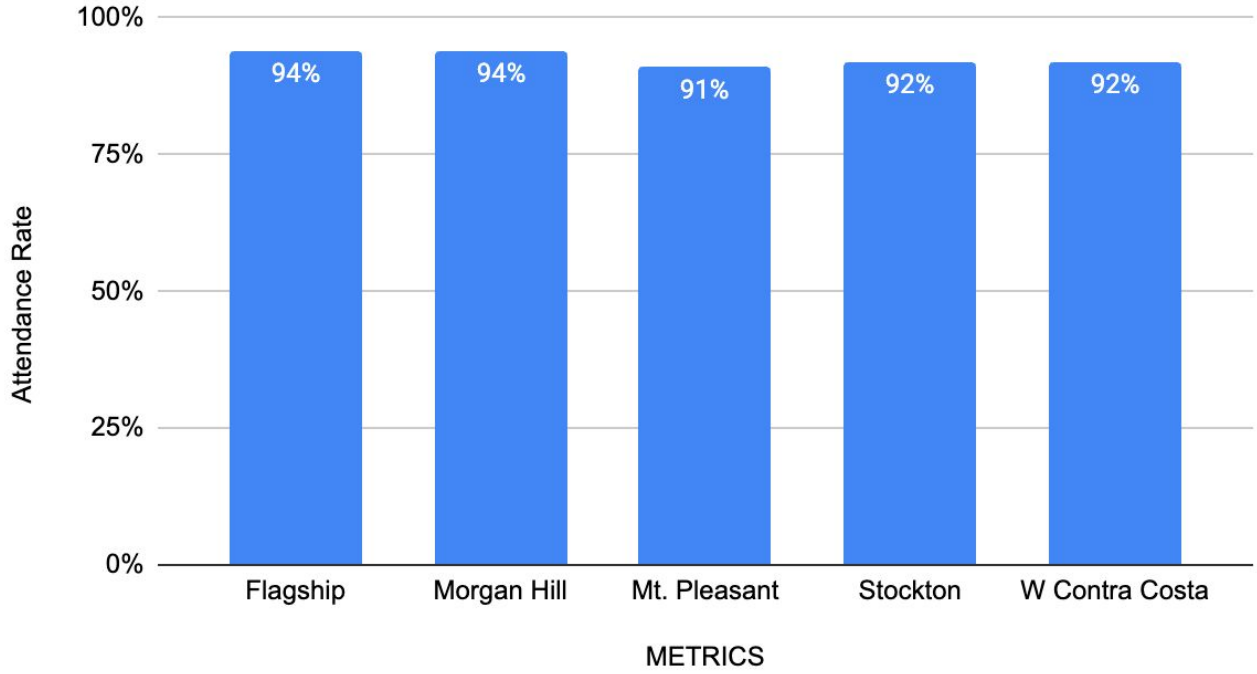
Actions Implementation by Goal



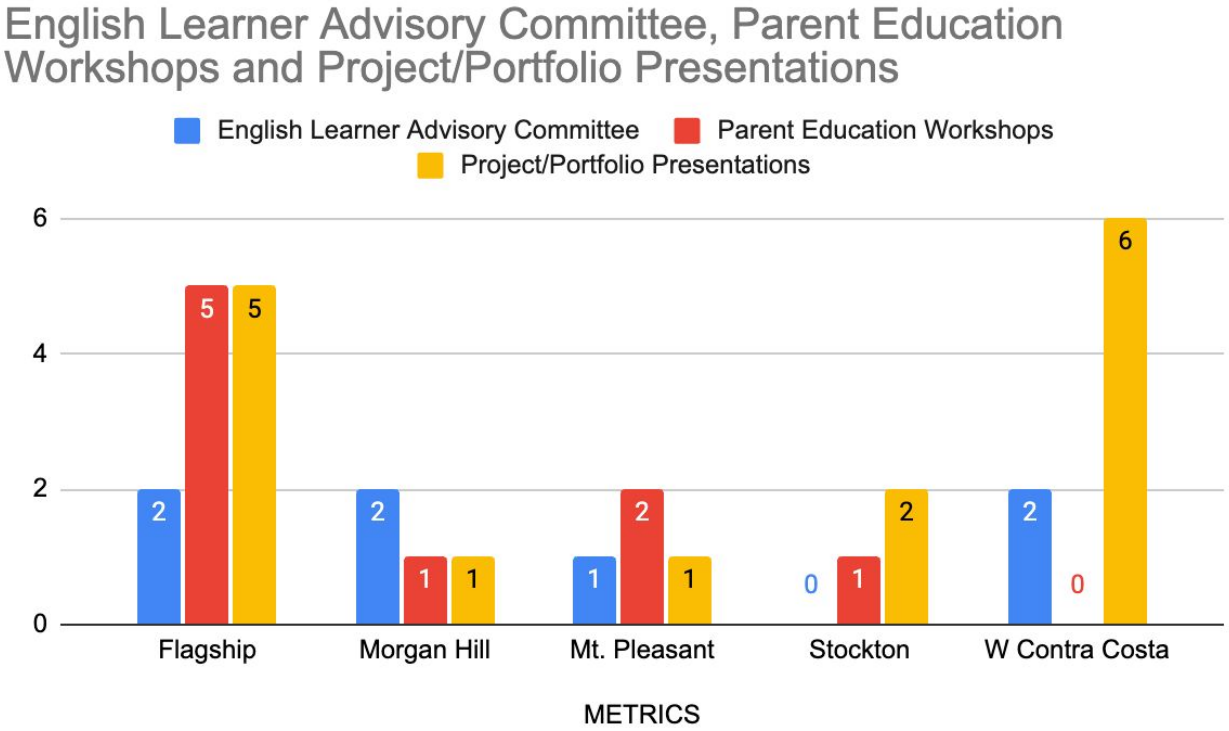
Parent and Community Engagement: Voices' parents/guardians, teachers, staff, and community members will be contributing members of the school community through active engagement, communication, collaboration, and decision-making as partners in education to provide students with a well-rounded education.

* Specific to Stockton

Our engagement work shows in attendance

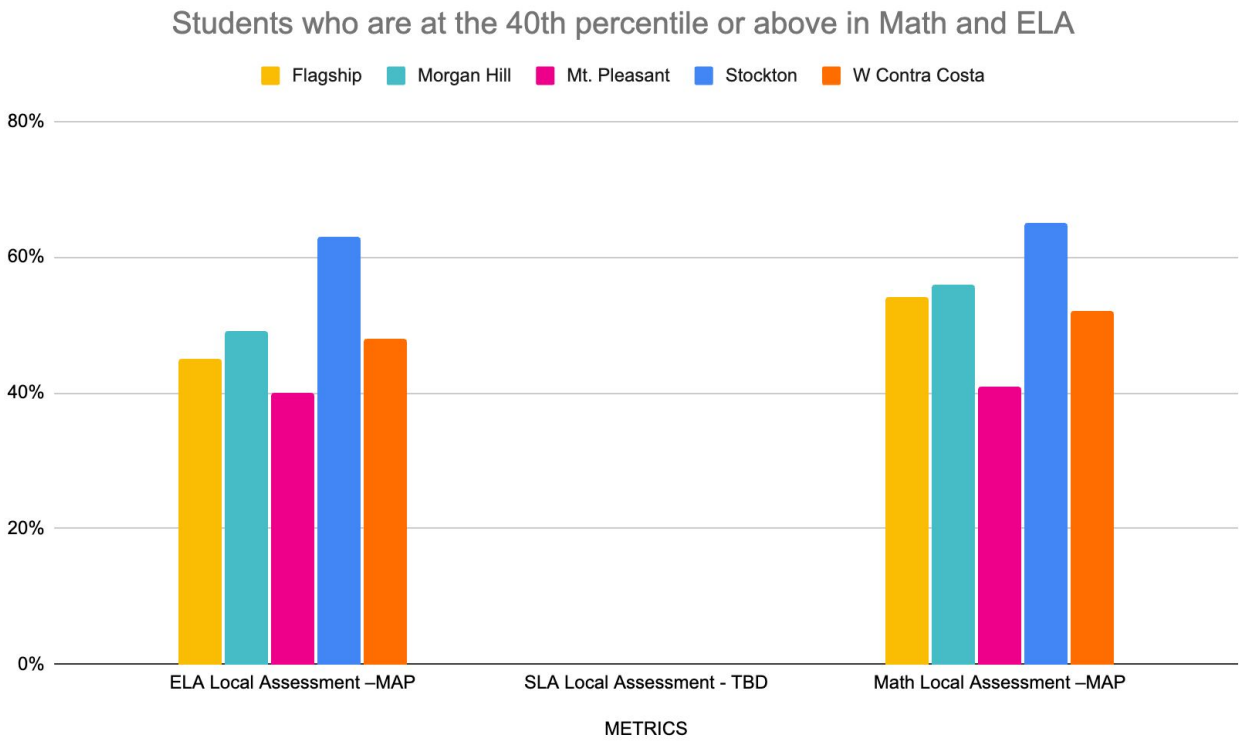


Our engagement work is also reflected in our community events and meetings



The resources we've allocated towards culture work is showing in our engagement actions with both students, families, and our communities.

Math/ELA Data



We still have work to do with student achievement.

Actions we are continuing to prioritize:

- 1.1 Appropriately Staff School
  - We are working on a robust credentialing pathway for staff to attract and retain highly qualified educators
- 1.2 Implementation of Core Curriculum
  - We are providing ongoing professional development on how to plan and pace lessons, as well as how to integrate formative data to inform instruction
- 1.12 Network Support Infrastructure
  - We are working on increasing alignment towards our priorities across departments by improving organizational structures at Team Z and defining clearly how those structures support each individual school site