Voices College-Bound Language Academies

Special Board Meeting

Special Board Meeting

Date and Time

Thursday January 29, 2026 at 3:00 PM PST

Location

- 6840 Via del Oro. Ste. 205, San Jose, CA 95119. **(Meeting 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
- 3921 Fabian Way, Palo Alto, CA 94303.
- 252 Devonshire Blvd, San Carlos, 94070
- 225 West Santa Clara St, Suite 1500, San Jose, CA 95113
- 2803 S. Norton Ave, LA, CA, 90018
- 4313 Miranda Ave., Palo Alto, CA 94306

Instructions For Presentations To The Board By Parents and Citizens

PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD

At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda. Members of the public may also address the Board on an agenda item before or during the Board's consideration of the item. Submitted comments may be read into the record to the

extent practicable based on factors such as the length of the agenda and available time. Comments received within the window of the board meeting, whether read or not, will be shared with the board and noted in the minutes.
Individual commenters are limited to a single comment per agenda item.
Public comments will be accepted prior to, and during the board meeting, subject to limitations discussed here.
Comments may be read in the order received and will be accepted until each agenda item is heard, acted upon, or the Board President has completed the call for public comment on that agenda item.
Comments submitted during the board meeting but after the agenda item has been called for a vote or has already been completed will not be read publicly but may be entered into the record.
Comments should be 400 words or less and readable within the time allocated for each comment. These presentations are limited to no more than 15 minutes total and 3 minutes per person. A full comment may not be read if the length of time to read it exceeds the designated limit. No action can be taken on an item, not on the agenda at this time but may be referred to the administration or put on a future agenda.

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1. When addressing the Board, speakers are requested to state their name and address and adhere to the limits set forth.
2. Any public records relating to an agenda item for an open session of the Board that are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 6840 Via Del Oro, Suite #205, San Jose, CA 95119.
3. REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY: Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting Felipe Deguer at (510) 974-3683.
4. All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The executive director recommends approval of all consent items.
5. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
6. All time durations are estimates and may run shorter or longer.

Note:
SPANISH TRANSLATION: If you require Spanish audio translation to access the Voices Board meeting, please submit a request to fdeguer@voicescharterschool.com or contact Felipe Deguer at (510) 974-3683 at least 24 hours prior to the meeting's start. If you would like to make a public comment in Spanish and would like us to translate it to English for the Board, please send a request to fdeguer@voicescharterschool.com or call Felipe Deguer at (510) 974-3683 at least 24 hours prior to the start of the meeting.

Si necesita traducción de audio al español para acceder a la reunión de la Mesa Directiva de Voices, envíe una solicitud a fdeguer@voicescharterschool.com o llame a Felipe Deguer al (510) 974-3683 por lo menos 24 horas antes del inicio de la reunión. Si desea hacer un comentario público en español y desea que lo traduzcamos al

inglés para la Mesa Directiva, envíe una solicitud a fdeguer@voicescharterschool.com o llame a Felipe Deguer al (510) 974-3683 por lo menos 24 horas antes del inicio de la reunión.

Agenda

		Purpose	Presenter
I.	**Opening Items**		
A.	Record Attendance		Felipe Deguer
B.	Call the Meeting to Order		Kim Wisckol
C.	Approve the Order of the Agenda	Vote	Kim Wisckol
D.	Public Comments (On Items not on the agenda)		Felipe Deguer

PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
SUBMIT PUBLIC COMMENT: http://bit.ly/voices-public-comment

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

II.	**Board Business: Consent Items**		
A.	Approve Minutes	Approve Minutes	Kim Wisckol
	Approve minutes for Board Meeting on December 11, 2025		
B.	Approve SARC for Voices Flagship, Mt. Pleasant, Morgan Hill, West Contra Costa, and Stockton	Vote	Kim Wisckol
C.	Approve New Policy	Vote	Kim Wisckol
D.	Contract Approval for First Tryon Advisors	Vote	Kim Wisckol

Voices will partner with First Tryon Advisors to help plan and manage refinancing for the Morgan Hill and Andrade facilities. The firm will advise us on options and structure to support our financial goals and long-term stability.

E.	Contract Ratification	Vote	Kim Wisckol

		Purpose	Presenter
	Voices College-Bound Language Academies ratification of the professional services agreement with Afton Partners LLC for long-range financial planning and modeling services, in an amount not to exceed $25,000.		

III. Board Business

A.	Approve the 2026-2027 Academic Calendars	Vote	Kim Wisckol
B.	Approve 2026-2027 Instructional Minutes for Voices Flagship, Morgan Hill, Mount Pleasant, Stockton and West Contra Costa	Vote	Kim Wisckol
C.	2024 -2025 Audit Report Presentation	FYI	Jaime Mata
D.	Accept the 2024-25 Audit Report	Vote	Jaime Mata

IV. Closing Items

A.	Adjourn Meeting	Vote	

Coversheet

Approve Minutes

Section: II. Board Business: Consent Items
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on December 11, 2025

APPROVED

Voices College-Bound Language Academies

Minutes

Board Meeting

Board Meeting

Date and Time
Thursday December 11, 2025 at 3:00 PM

Location

- 6840 Via del Oro. Ste. 205, San Jose, CA 95119. **(Meeting Location)**
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- 321 E. Weber St., Stockton, CA 95202
- 16505 Monterey Rd, Morgan Hill, CA 95037
- 5168 Summerhill Dr, Oceanside, CA 92057
- 4313 Miranda Ave., Palo Alto, CA 94306
- 40 Henderson, Palo Alto, CA 92025
- 5168 Summerhill Dr, Oceanside, CA 92057.

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4. All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The executive director recommends approval of all consent items.
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Directors Present
A. Miller, D. Koren, J. Nguyen (remote), K. Wisckol (remote), M. Ruiz (remote), S. Rocha, S. Sandoval

Directors Absent
P. Carreño

Guests Present
A. Ramirez, E. Magaña, F. Deguer, J. Mata

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

S. Sandoval called a meeting of the board of directors of Voices College-Bound Language Academies to order on Thursday Dec 11, 2025 at 3:04 PM.

C. Approve Order of Agenda

Swap items III-A and III-B.
A. Miller made a motion to approve the order of the agenda.
D. Koren seconded the motion.
The board **VOTED** to approve the motion.

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

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

No public comments were received.

II. Board Business: Consent Items

A. Approve Minutes

A. Miller made a motion to approve the minutes from Board Meeting on 10-23-25.
J. Nguyen seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Approve Overnight Field Trips for 5th Graders From All Sites. (Walden West)

D. Koren made a motion to approve an overnight trip.
A. Miller seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C. Contract Ratification

D. Koren made a motion to Approve ratification for the contract.
A. Miller seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Rocha	Aye
A. Miller	Aye
P. Carreño	Absent
S. Sandoval	Aye
K. Wisckol	Aye
D. Koren	Aye

Roll Call

M. Ruiz	Aye
J. Nguyen	Absent

III. Board Business: Discussion/Action Items

A. Approve 24-25 First Interim Financials for Voices FS, WCC, ST, MH, MP

A. Miller made a motion to approve Morgan Hill 24-25 First Interim Financials.
D. Koren seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

A. Miller made a motion to approve Flagship 24-25 First Interim Financials.
D. Koren seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

A. Miller made a motion to approve Mount Pleasant 24-25 First Interim Financials.
D. Koren seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

A. Miller made a motion to approve West Contra Costa 24-25 First Interim Financials.

D. Koren seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

A. Miller made a motion to approve Stockton 24-25 First Interim Financials.
D. Koren seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Presentation of the 2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

Ellyn Magana went over the details.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:00 PM.

Respectfully Submitted,
S. Sandoval

Coversheet

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

Section: II. Board Business: Consent Items
Item: B. Approve SARC for Voices Flagship, Mt. Pleasant, Morgan Hill, West Contra Costa, and Stockton
Purpose: Vote
Submitted by:
Related Material: Flagship 2024-25 School Accountability Report Card.pdf
Morgan Hill 2024-25 School Accountability Report Card.pdf
Stockton 2024-25 School Accountability Report Card.pdf
Mt Pleasant 2024-25 School Accountability Report Card.pdf
WCC 2024-25 School Accountability Report Card.pdf

Voices College-Bound Language Academy

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	715 Hellyer Ave. San Jose, CA , 95111-1584	**Principal:**	Hugo Torres, Principal
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

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 Flagship Leadership Team consists of 7 key members, which include the principal, dean of culture, business manager, instructional coach, student services manager, engagement coordinator, and school counselor. 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: juan.cruz@fmsd.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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 2025–26)

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, Principal
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 2025–26)

Voices: College-Bound Language Academy is a TK (transitional kindergarten) to grade 8 charter school in San Jose serving approximately 348 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:

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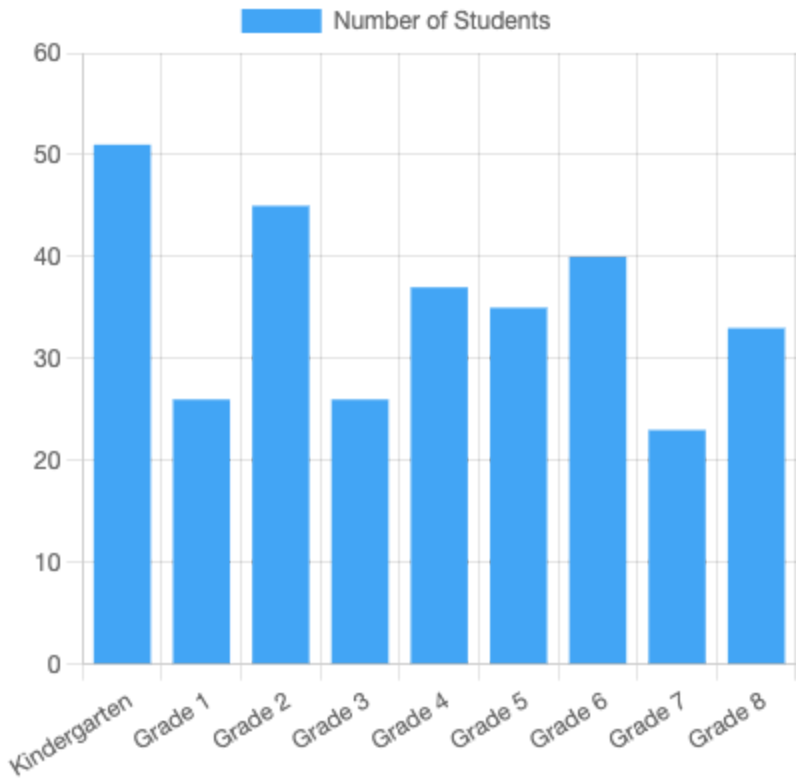
- Students at the Forefront: Our students are at the core of everything we do, and our students motivate, inspire, and guide us on a daily basis. Every decision is made with their well-being and achievement in mind.
- In Lak'ech: This Mayan phrase means, "I am you, you are me." We are a family, and we 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 multicultural, biliterate 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 2024–25)

Grade Level	Number of Students
Kindergarten	51
Grade 1	26
Grade 2	45
Grade 3	26
Grade 4	37
Grade 5	35
Grade 6	40
Grade 7	23
Grade 8	33
Total Enrollment	316



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	58.20%
Male	41.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.60%
Black or African American	0.00%
Filipino	0.00%
Hispanic or Latino	96.50%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.00%
White	2.90%

Student Group (Other)	Percent of Total Enrollment
English Learners	44.90%
Foster Youth	0.60%
Homeless	1.90%
Migrant	0.00%
Socioeconomically Disavantaged	75.60%
Students with Disabilities	10.10%

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 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	83.24%
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%	277698.00	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 2023–24)

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	11.12%	294.50	80.41%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.00	11.12%	15.90	4.34%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	6.90	77.75%	30.10	8.23%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	4.70	1.31%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	20.80	5.70%	13705.80	4.91%
Total Teaching Positions	8.90	100.00%	366.30	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	8.30	7.9	3.90
Misassignments	2.90	6.9	3.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	11.30	14.9	6.90

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.00	1	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.6%	50%	38.70%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	15.6%	10%	29.00%

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 2025–26)

Year and month in which the data were collected: December 2025

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: September 2025

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 2025

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	29%	23%	39%	40%	47%	48%
Mathematics (grades 3-8 and 11)	16%	21%	31%	33%	35%	37%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	195	189	96.92%	3.08%	23.28%
Female	120	118	98.33%	1.67%	25.42%
Male	74	70	94.59%	5.41%	20.00%
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	186	181	97.31%	2.69%	22.65%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	87	83	95.40%	4.60%	2.41%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	144	141	97.9%	2.08%	19.15%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	26	96.3%	3.7%	3.85%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	195	193	98.97%	1.03%	20.73%
Female	120	119	99.17%	0.83%	23.53%
Male	74	73	98.65%	1.35%	16.44%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	186	184	98.92%	1.08%	20.11%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	87	87	100.00%	0.00%	5.75%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	144	143	99.31%	0.69%	17.48%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	27	26	96.3%	3.7%	11.54%

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	11.29%	4.23%	21.80%	20.16%	30.73%	32.33%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	72	71	98.61%	1.39%	4.23%
Female	44	44	100.00%	0.00%	6.82%
Male	28	27	96.43%	3.57%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	71	70	98.59%	1.41%	4.29%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	27	27	100.00%	0.00%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	48	48	100.00%	0.00%	6.25%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	10	90.91%	9.09%	--

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 2024–25)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	97.1%	97.1%	100.0%	100.0%	100.0%
7	82.6%	82.6%	82.6%	82.6%	82.6%

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 2025–26)

In the 2025-26 school year, Voices College-Bound Language Academies (Voices Flagship) offers multiple, ongoing opportunities for parents and guardians to be actively involved in their children's education and in the life of the school community. Voices approaches family engagement intentionally, recognizing that strong partnerships between schools and families are essential to student success.

Voices Flagship engages in annual reflection and planning to assess the effectiveness of prior parent engagement efforts and to identify opportunities for improvement. Input from parent satisfaction surveys, direct parent interactions, and educator feedback informs the design of family engagement activities throughout the year.

Parents are invited to participate in a variety of organized activities, which are communicated through site-specific Parent Activities Calendars or Parent Culture Calendars. These opportunities include, but are not limited to, Cafecitos, English Learner Advisory Committee (ELAC) meetings, volunteer opportunities, family learning workshops, Back-to-School Night, and Parent-Teacher Conferences. Schools also host cultural celebrations and community-building events such as plazas, carnivals, and other schoolwide gatherings.

Through these efforts, Voices Flagship seeks to create welcoming, inclusive environments where families are valued as partners in their children's learning and where ongoing collaboration supports long-term academic and social-emotional success for all students. Parents interested in getting involved through any of the above opportunities should contact Ariana Carrasco at (408) 361-1960.

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 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	345	340	126	37.1%
Female	199	198	73	36.9%
Male	146	142	53	37.3%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	333	328	121	36.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	167	164	64	39.0%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	258	254	98	38.6%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	45	44	19	43.2%

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 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	1.05%	2.77%	0.00%	2.49%	2.35%	1.35%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.28%	0.00%	0.00%	0.01%	0.00%	0.08%	0.07%	0.06%

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 2024–25)

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

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

School Safety Plan (School Year 2025–26)

Voices College-Bound Language Academies maintains a comprehensive School Safety Plan designed to ensure a safe, secure, and supportive learning environment for all students and staff. The 2025–26 School Safety Plan was annually reviewed and updated, and subsequently approved by the Voices Board of Directors on August 8, 2025. The plan outlines protocols aligned with state and local requirements, including emergency preparedness, crisis response, and campus safety procedures.

School administrators reviewed and discussed the updated School Safety Plan with all school faculty in August 2025, prior to the start of the school year. Ongoing staff training includes procedures related to emergency response, campus supervision, first aid, and classroom safety expectations.

Key elements of the School Safety Plan include emergency evacuation and lockdown procedures, coordination with local emergency responders, protocols for addressing behavioral and mental health concerns, and the regular practice of emergency drills. School leaders, teachers, and staff participate in drills throughout the year to reinforce preparedness and ensure that safety procedures are clearly understood and consistently implemented.

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 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	25.00		1	
1	21.00	1	1	
2	31.00		1	
3	20.00	1	1	
4	23.00	1	1	
5	21.00		2	
6	17.00	4	4	
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 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	29.00		1	
1	26.00		1	
2	23.00		2	
3	26.00		1	
4	19.00	2		
5	18.00	2		
6	20.00	10		
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 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

* 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 2024–25)

"Other" position represents Dean of Culture.

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

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$21270.00	$10029.00	$11241.00	$110876.00
District	N/A	N/A	--	$110876.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$11146.18	$101700.00
Percent Difference – School Site and State	N/A	N/A	0.85%	8.63%

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

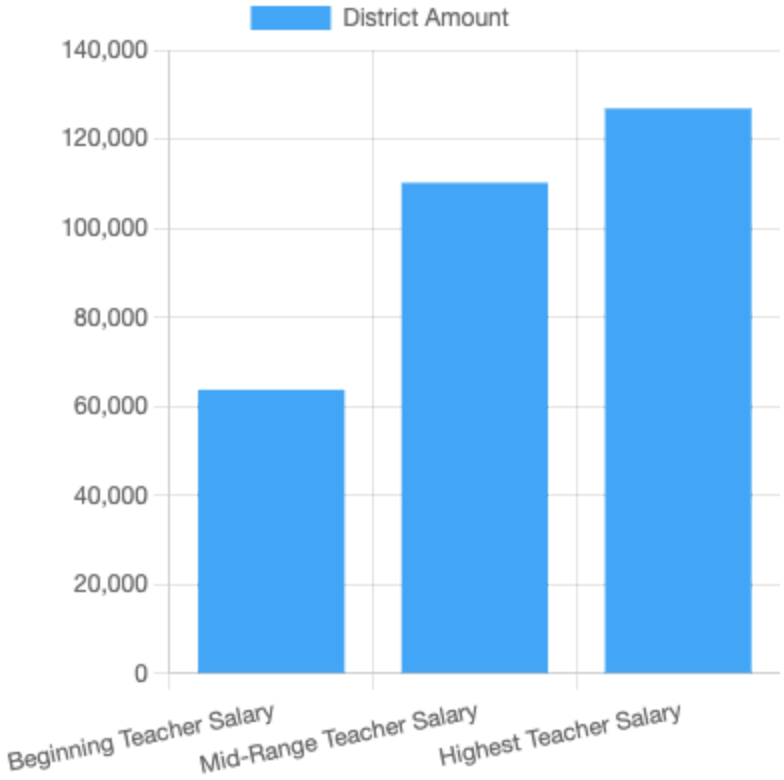
Types of Services Funded (Fiscal Year 2024–25)

?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 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$63748.00	$61596.88
Mid-Range Teacher Salary	$110200.00	$98902.37
Highest Teacher Salary	$126872.00	$126339.83
Average Principal Salary (Elementary)	$164149.00	$158382.71
Average Principal Salary (Middle)	$164210.00	$165207.00
Average Principal Salary (High)	$0.00	$162237.00
Superintendent Salary	$286165.00	$288331.69
Percent of Budget for Teacher Salaries	29.39%	31.29%
Percent of Budget for Administrative Salaries	5.66%	5.38%

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



Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	107	102	96

Voices College-Bound Language Academy at Morgan Hill

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	16505 Monterey Rd. Morgan Hill, CA , 95037-2894	**Principal:**	Vicky Lopez
Phone:	(408) 791-1700	**Grade Span:**	P-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

About Our School

This year has been off to an exciting start as we return to our second year in our facility and raise the bar for academic and cultural success! 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 and parent committee 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 and standards-based approach, we will only continue to grow! We are excited to see what the remainder of the 2025-2026 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) 791-1700
Email: vlopez@voicescharterschool.com

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

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) 791-1700
Principal	Vicky Lopez
Email Address	vlopez@voiceschartersch ool.com
Website	https://voicesacademies.org
Grade Span	P-8
County-District-School (CDS) Code	43104390131748

School Description and Mission Statement (School Year 2025–26)

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:

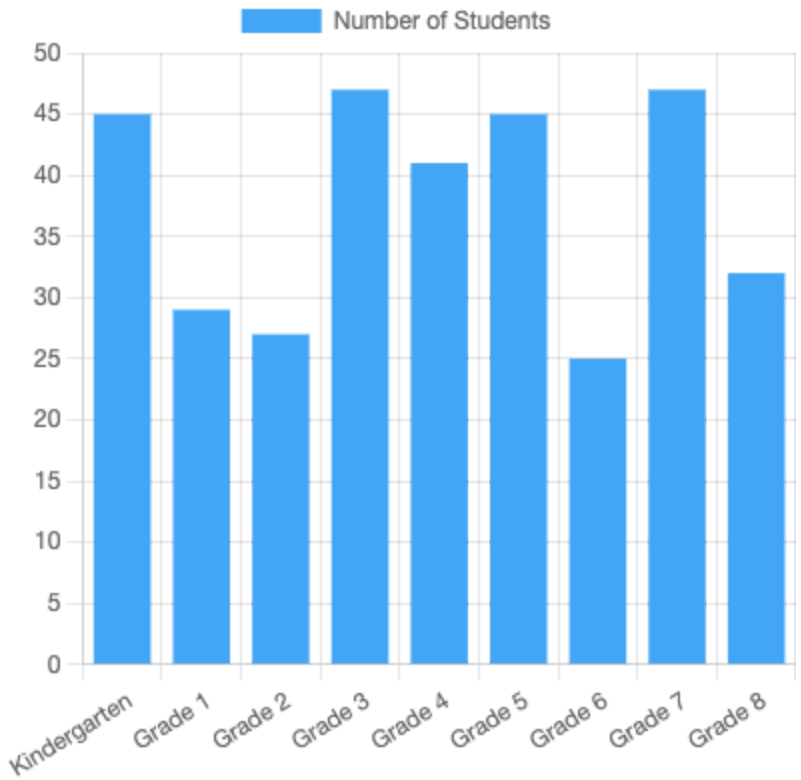
Voices College-Bound Language Academy at Morgan Hill will prepare all students for the challenges of higher education through the context of an academically rigorous dual language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking skills while 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 2024–25)

Grade Level	Number of Students
Kindergarten	45
Grade 1	29
Grade 2	27
Grade 3	47
Grade 4	41
Grade 5	45
Grade 6	25
Grade 7	47
Grade 8	32
Total Enrollment	338



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.20%
Male	51.80%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	2.70%
Black or African American	0.30%
Filipino	0.00%
Hispanic or Latino	95.60%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	0.00%
White	0.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	55.60%
Foster Youth	0.00%
Homeless	0.90%
Migrant	0.00%
Socioeconomically Disavantaged	71.60%
Students with Disabilities	10.40%

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 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	83.24%
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%	277698.00	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 2023–24)

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)	1.20	12.20%	335.70	59.93%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.00	9.76%	37.20	6.65%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.00	78.05%	123.10	21.97%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	27.90	4.99%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	36.10	6.46%	13705.80	4.91%
Total Teaching Positions	10.20	100.00%	560.20	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	9.30	8	6.00
Misassignments	2.90	1	2.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	12.30	9	8.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	23.8%	34.6%	24.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	16.6%	25.9%	0.00%

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 2025–26)

Year and month in which the data were collected: December 2025

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 2025

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 2025

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	29%	34%	47%	47%	47%	48%
Mathematics (grades 3-8 and 11)	20%	31%	43%	46%	35%	37%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	247	244	98.79%	1.21%	33.61%
Female	115	114	99.13%	0.87%	30.70%
Male	132	130	98.48%	1.52%	36.15%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	236	234	99.15%	0.85%	32.91%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	155	152	98.06%	1.94%	17.11%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	185	184	99.46%	0.54%	29.35%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	34	34	100.00%	0.00%	8.82%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	247	245	99.19%	0.81%	31.02%
Female	115	114	99.13%	0.87%	23.68%
Male	132	131	99.24%	0.76%	37.40%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	236	234	99.15%	0.85%	30.34%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	155	153	98.71%	1.29%	20.26%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	185	184	99.46%	0.54%	26.63%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	34	34	100.00%	0.00%	5.88%

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	21.15%	12.82%	0.00%	8.64%	30.73%	32.33%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	79	78	98.73%	1.27%	12.82%
Female	30	30	100.00%	0.00%	3.33%
Male	49	48	97.96%	2.04%	18.75%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	77	76	98.70%	1.30%	13.16%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	41	40	97.56%	2.44%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	55	54	98.18%	1.82%	11.11%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	10	90.91%	9.09%	--

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 2024–25)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	97.8%	97.8%	95.6%	95.6%	97.8%
7	89.4%	89.4%	89.4%	91.5%	91.5%

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 2025–26)

In the 2025-26 school year, Voices College-Bound Language Academies at Morgan Hill (VMH) offers multiple, ongoing opportunities for parents and guardians to be actively involved in their children's education and in the life of the school community. Voices approaches family engagement intentionally, recognizing that strong partnerships between schools and families are essential to student success.

VMH engages in annual reflection and planning to assess the effectiveness of prior parent engagement efforts and to identify opportunities for improvement. Input from parent satisfaction surveys, direct parent interactions, and educator feedback informs the design of family engagement activities throughout the year.

Parents are invited to participate in a variety of organized activities, which are communicated through site-specific Parent Activities Calendars or Parent Culture Calendars. These opportunities include, but are not limited to, Cafecitos, English Learner Advisory Committee (ELAC) meetings, volunteer opportunities, family learning workshops, Back-to-School Night, and Parent-Teacher Conferences. Schools also host cultural celebrations and community-building events such as plazas, carnivals, and other schoolwide gatherings.

Through these efforts, Voices Morgan Hill seeks to create welcoming, inclusive environments where families are valued as partners in their children's learning and where ongoing collaboration supports long-term academic and social-emotional success for all students. Parents interested in getting involved through any of the above opportunities should contact {FCEC} at (408) 791-1700.

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 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	365	360	93	25.8%
Female	177	173	45	26.0%
Male	188	187	48	25.7%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	350	346	89	25.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	213	212	56	26.4%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	257	255	71	27.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	46	46	17	37.0%

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 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.67%	4.41%	3.29%	1.31%	1.44%	1.34%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.01%	0.00%	0.08%	0.07%	0.06%

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 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.29%	0.00%
Female	1.69%	0.00%
Male	4.79%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.43%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	4.23%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	4.28%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	8.70%	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.

School Safety Plan (School Year 2025–26)

Voices College-Bound Language Academies maintains a comprehensive School Safety Plan designed to ensure a safe, secure, and supportive learning environment for all students and staff. The 2025–26 School Safety Plan was annually reviewed and updated, and subsequently approved by the Voices Board of Directors on August 8, 2025. The plan outlines protocols aligned with state and local requirements, including emergency preparedness, crisis response, and campus safety procedures.

School administrators reviewed and discussed the updated School Safety Plan with all school faculty in August 2025, prior to the start of the school year. Ongoing staff training includes procedures related to emergency response, campus supervision, first aid, and classroom safety expectations.

Key elements of the School Safety Plan include emergency evacuation and lockdown procedures, coordination with local emergency responders, protocols for addressing behavioral and mental health concerns, and the regular practice of emergency drills. School leaders, teachers, and staff participate in drills throughout the year to reinforce preparedness and ensure that safety procedures are clearly understood and consistently implemented.

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 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	19.00	1		
1				
2	19.00	2		
3	17.00	1	1	
4	19.00	1	1	
5	31.00		1	
6	21.00	3		3
Other**	23.00		1	

* 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 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		1	
1	29.00		1	
2	27.00		1	
3	24.00		2	
4	21.00	1	1	
5	23.00		2	
6	25.00		5	
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 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

* 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 2024–25)

"Other" represents Dean of Culture position.

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

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$21616.00	$9196.00	$12420.00	$110876.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$11146.18	--
Percent Difference – School Site and State	N/A	N/A	10.81%	8.63%

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

Types of Services Funded (Fiscal Year 2024–25)

?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 2023–24)

Per CDE's instructions:

"Data are provided by the CDE.

CDE gathers the teacher salary data from the Form J-90. CDE derives the percent of LEA budget for teacher and administrative salaries from unaudited actual data submitted by the LEAs.

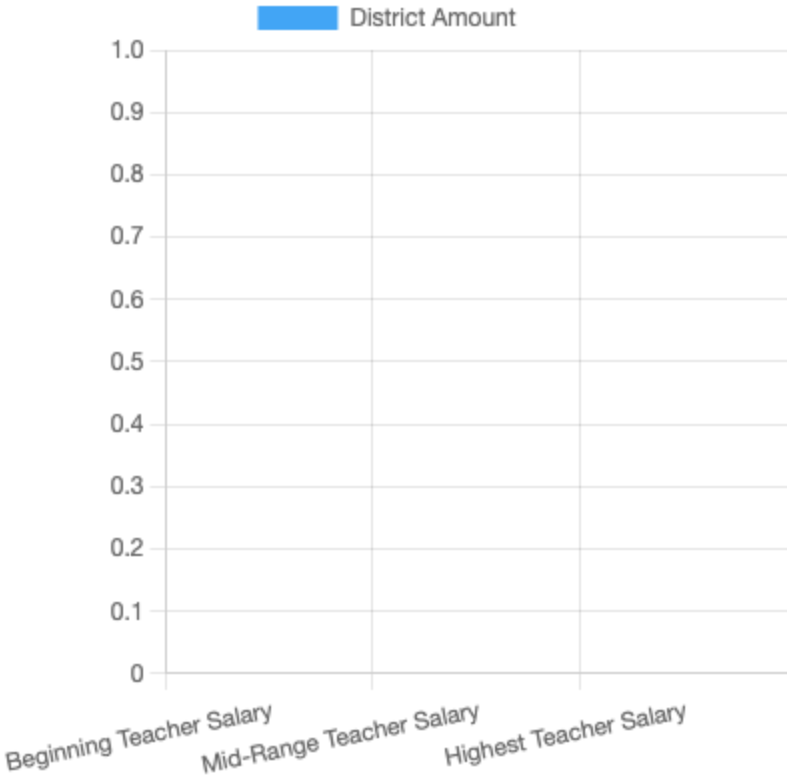
State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2024–25 data in most cases. Therefore, fiscal year 2023–24 data are used for report cards prepared for 2024–25 school year.

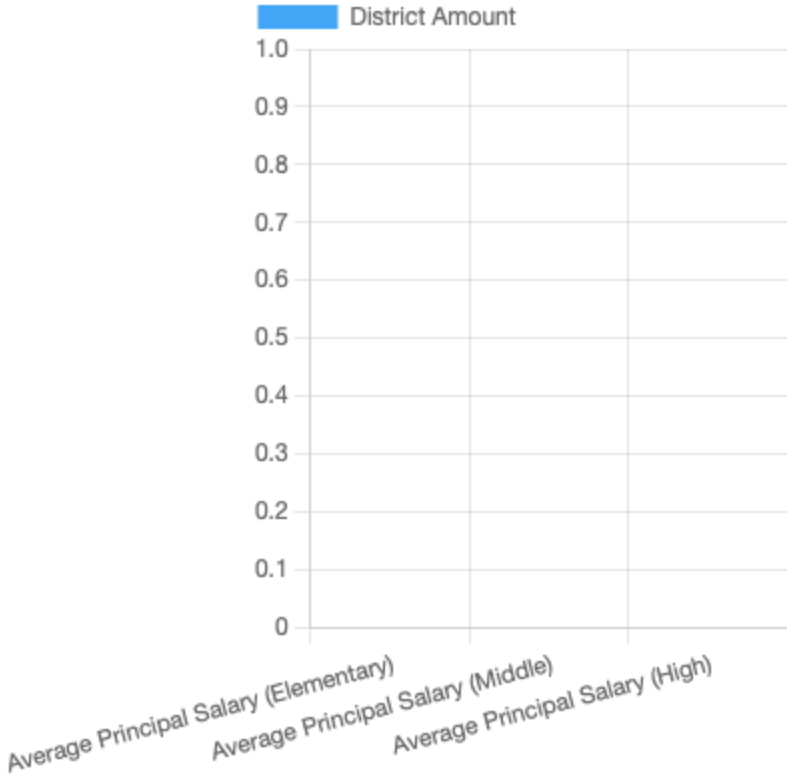
Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate."

As of approval date for this SARC, CDE still had not filled in these boxes for MHUSD, or the state. An email was sent to SARC help in early January via the embedded contact form. No response was ever received.

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

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement			

Voices College Bound Language Academy at Stockton

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 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:**	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

Elizabeth Aguilar, Superintendent

Principal, Voices College Bound Language Academy at Stockton

About Our School

At Voices College-Bound Language Academy at Stockton, everything begins with people—our students, families, and staff. We believe that a thriving school culture is the cornerstone of a fulfilling educational experience. We are committed to building a school culture where every child feels known, supported, and proud to belong. When students feel connected and safe, their confidence and curiosity can reach their full potential.

We pair this strong sense of community with high academic expectations. Our goal is not only to challenge students, but to spark their love of learning and help them see themselves as capable thinkers and problem-solvers. Our teachers bring creativity, care, and high standards to their classrooms every day.

None of this happens alone. We rely on the dedication of our staff, the partnership of our families, and the support of our community. Together, we are excited for the year ahead and committed to helping every student thrive.

Contact

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

Phone: (510) 299-5742
Email: mlrodriguez@stocktonusd.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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 2025–26)

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	http://www.voicesacademies.org
Grade Span	K-8
County-District-School (CDS) Code	39686760139907

School Description and Mission Statement (School Year 2025–26)

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 2025-26 school year, we have Tk - 6th 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.

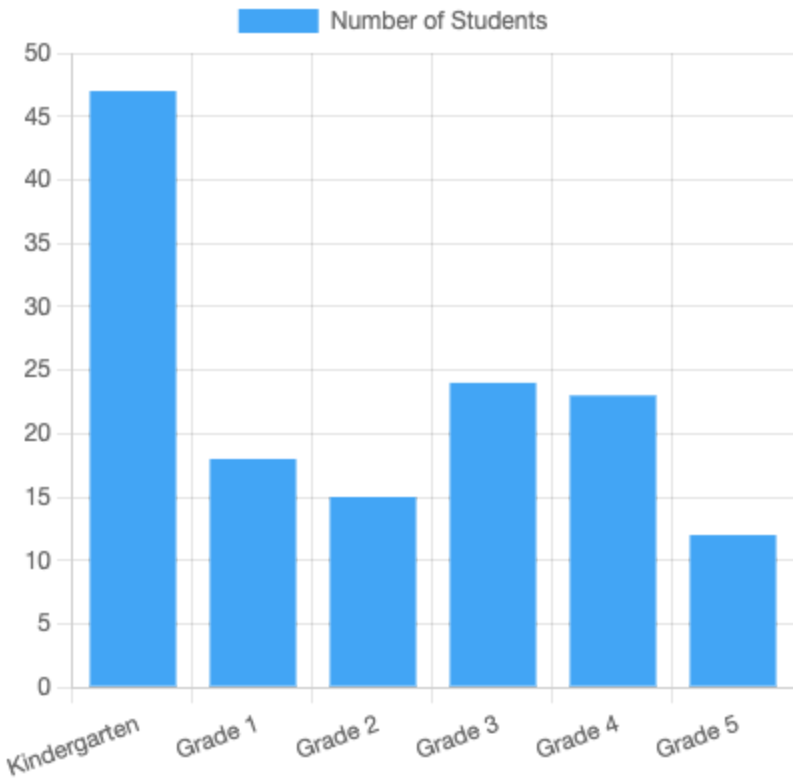
Mission:
Voices College-Bound Language Academy at Stockton will prepare all students for the challenges of higher education through the context of an academically rigorous dual language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking skills 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 2024–25)

Grade Level	Number of Students
Kindergarten	47
Grade 1	18
Grade 2	15
Grade 3	24
Grade 4	23
Grade 5	12
Total Enrollment	139



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	51.10%
Male	48.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	4.30%
Filipino	0.00%
Hispanic or Latino	92.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	1.40%
White	1.40%

Student Group (Other)	Percent of Total Enrollment
English Learners	41.00%
Foster Youth	0.70%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	82.70%
Students with Disabilities	10.80%

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 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	83.24%
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%	277698.00	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 2023–24)

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)	2.20	52.94%	1185.90	72.80%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.00	23.53%	77.10	4.74%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	23.53%	190.40	11.69%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	20.00	1.23%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	155.30	9.54%	13705.80	4.91%
Total Teaching Positions	4.20	100.00%	1628.90	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	2.00	0	0.00
Misassignments	1.00	2.2	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.00	2.2	1.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	16.6%	100%	33.30%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	50%	0.00%

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 2025–26)

Year and month in which the data were collected: December 2025

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 (2024) and EL Education (2021)	0
History-Social Science	Integrated with Caminos Amplify (2024) and EL Education (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.

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: August 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	New flooring and paint installed over summer of 2025.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms renovated in summer of 2025.
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 2025

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	13%	22%	28%	29%	47%	48%
Mathematics (grades 3-8 and 11)	18%	22%	17%	18%	35%	37%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	55	100.00%	0.00%	21.82%
Female	24	24	100.00%	0.00%	12.50%
Male	31	31	100.00%	0.00%	29.03%
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	52	52	100.00%	0.00%	21.15%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	25	25	100.00%	0.00%	4.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	49	49	100.00%	0.00%	18.37%
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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	55	54	98.18%	1.82%	22.22%
Female	24	23	95.83%	4.17%	4.35%
Male	31	31	100.00%	0.00%	35.48%
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	52	51	98.08%	1.92%	21.57%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	25	25	100.00%	0.00%	8.00%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	49	48	97.96%	2.04%	20.83%
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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)		18.18%	13.90%	14.49%	30.73%	32.33%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	11	11	100.00%	0.00%	18.18%
Female	--	--	--	--	--
Male	--	--	--	--	--
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	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	0	0	0%	0%	0%
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	--	--	--	--	--
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 2024–25)

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	100.0%	100.0%	100.0%	100.0%	100.0%

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 2025–26)

In the 2025-26 school year, Voices College-Bound Language Academies at Stockton (Voices Stockton) offers multiple, ongoing opportunities for parents and guardians to be actively involved in their children's education and in the life of the school community. Voices approaches family engagement intentionally, recognizing that strong partnerships between schools and families are essential to student success.

Voices Stockton engages in annual reflection and planning to assess the effectiveness of prior parent engagement efforts and to identify opportunities for improvement. Input from parent satisfaction surveys, direct parent interactions, and educator feedback informs the design of family engagement activities throughout the year.

Parents are invited to participate in a variety of organized activities, which are communicated through site-specific Parent Activities Calendars or Parent Culture Calendars. These opportunities include, but are not limited to, Cafecitos, English Learner Advisory Committee (ELAC) meetings, volunteer opportunities, family learning workshops, Back-to-School Night, and Parent-Teacher Conferences. Schools also host cultural celebrations and community-building events such as plazas, carnivals, and other schoolwide gatherings.

Through these efforts, Voices Stockton seeks to create welcoming, inclusive environments where families are valued as partners in their children's learning and where ongoing collaboration supports long-term academic and social-emotional success for all students. Parents interested in getting involved through any of the above opportunities should contact {FCEC} at (209) 942-1160.

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 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	146	140	48	34.3%
Female	74	71	27	38.0%
Male	72	69	21	30.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	134	130	47	36.2%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	61	59	24	40.7%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	122	119	41	34.5%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	19	18	4	22.2%

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 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.00%	0.79%	0.00%	6.02%	5.24%	4.15%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.05%	0.05%	0.06%	0.08%	0.07%	0.06%

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 2024–25)

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

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

School Safety Plan (School Year 2025–26)

Voices College-Bound Language Academies maintains a comprehensive School Safety Plan designed to ensure a safe, secure, and supportive learning environment for all students and staff. The 2025–26 School Safety Plan was annually reviewed and updated, and subsequently approved by the Voices Board of Directors on August 8, 2025. The plan outlines protocols aligned with state and local requirements, including emergency preparedness, crisis response, and campus safety procedures.

School administrators reviewed and discussed the updated School Safety Plan with all school faculty in August 2025, prior to the start of the school year. Ongoing staff training includes procedures related to emergency response, campus supervision, first aid, and classroom safety expectations.

Key elements of the School Safety Plan include emergency evacuation and lockdown procedures, coordination with local emergency responders, protocols for addressing behavioral and mental health concerns, and the regular practice of emergency drills. School leaders, teachers, and staff participate in drills throughout the year to reinforce preparedness and ensure that safety procedures are clearly understood and consistently implemented.

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 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	20.00	1		
1	20.00	1		
2	27.00		1	
3	16.00	1	1	
4	13.00	1		
5				
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	13.00	2		
1	18.00	1		
2	15.00	1		
3	24.00		1	
4	12.00	2		
5	12.00	1		
6				
Other**				

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

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

* 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 2024–25)

"Other" position represents Dean of Culture.

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

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$25178.00	$10540.00	$14638.00	$82328.00
District	N/A	N/A	--	$82328.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$11146.18	$100333.00
Percent Difference – School Site and State	N/A	N/A	27.08%	-19.71%

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

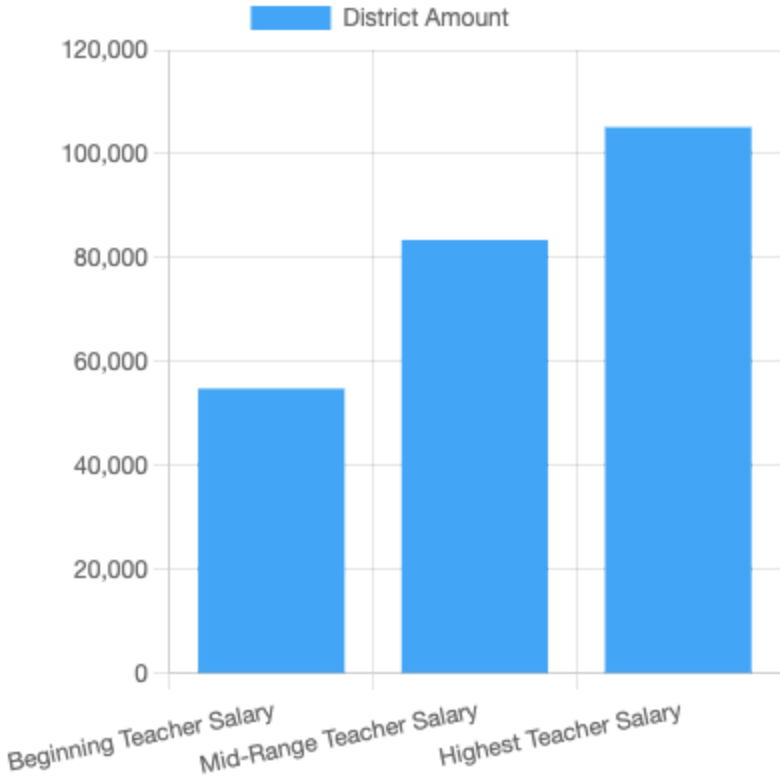
Types of Services Funded (Fiscal Year 2024–25)

?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 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$54862.00	$60862.67
Mid-Range Teacher Salary	$83465.00	$93575.04
Highest Teacher Salary	$105145.00	$125548.29
Average Principal Salary (Elementary)	$148228.00	$157644.72
Average Principal Salary (Middle)	$0.00	$165340.66
Average Principal Salary (High)	$158566.00	$182579.89
Superintendent Salary	$295000.00	$357064.20
Percent of Budget for Teacher Salaries	25.85%	30.36%
Percent of Budget for Administrative Salaries	4.87%	4.88%

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



Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	107	102	96

Voices College-Bound Language Academy at Mt. Pleasant

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	14271 Story Rd. San Jose, CA , 95127-3823	**Principal:**	Luz Gutierrez
Phone:	(408) 361-1960	**Grade Span:**	K-8

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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

Luz Gutierrez

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

About Our School

At Voices Academy Mount Pleasant, we step into our 11th year with renewed purpose and an unshakable belief in what our community can achieve together. Our staff, students, and families form a powerful collective—one united by a shared vision of learning, growth, and limitless potential.

This year, we embrace new opportunities to strengthen our craft through professional development, strategic planning, coaching, and on-site collaboration. Grounded in thoughtful analysis and reflection of our student data, we refine our practices to ensure every learner is seen, supported, and challenged. Our dedicated teachers champion each student's journey, guiding them toward their goals and celebrating every milestone along the way.

Our campus is alive with a joyful, vibrant student culture, where young people show up each day ready to learn, connect, and live out the Voices Core Values: Si Se Puede Attitude, Scholarship, In Lak'ech, and Activismo. Their energy and commitment inspire us daily.

As we move forward in the 2025–26 school year, we do so with optimism and confidence in the growth ahead. Voices Academy Mount Pleasant is more than a school—it is a thriving, hopeful community where passion meets purpose and where every student is empowered to become their best self. Together, we step boldly into the future with a Si Se Puede attitude!

Contact

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

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

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

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) 361-1960
Principal	Luz Gutierrez
Email Address	lgutierrez@voicescharterschool.com
Website	https://voicesacademies.org
Grade Span	K-8
County-District-School (CDS) Code	43104390132530

School Description and Mission Statement (School Year 2025–26)

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.

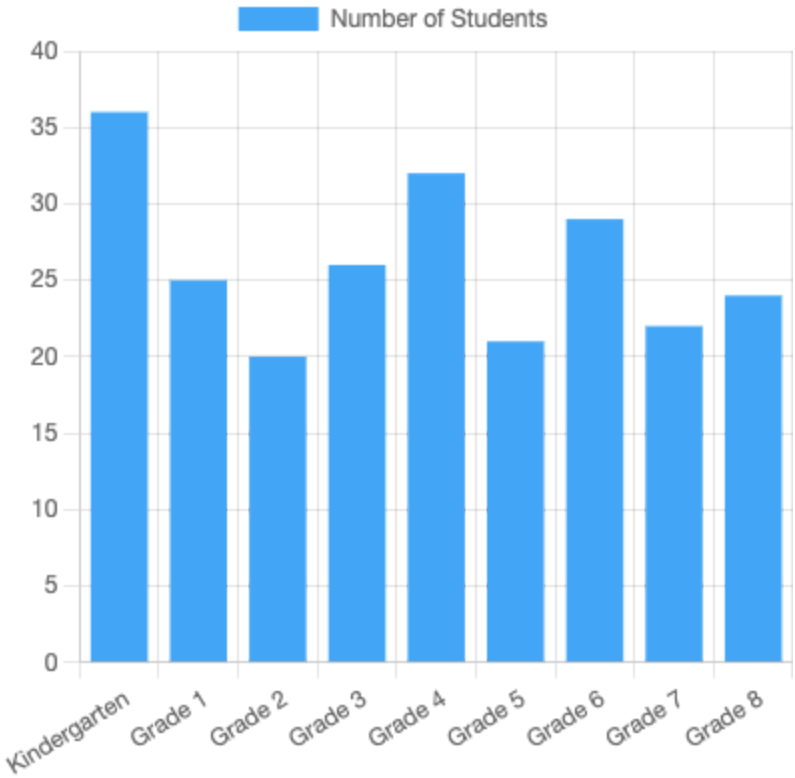
Mission:
Voices College-Bound Language Academy at Mount Pleasant is dedicated to preparing all students for the rigors of higher education through an academically rigorous dual-language program. Our mission extends beyond academic achievement; we strive to instill critical thinking skills, enabling students 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 2024–25)

Grade Level	Number of Students
Kindergarten	36
Grade 1	25
Grade 2	20
Grade 3	26
Grade 4	32
Grade 5	21
Grade 6	29
Grade 7	22
Grade 8	24
Total Enrollment	235



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	47.70%
Male	52.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.00%
Black or African American	1.30%
Filipino	0.00%
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	63.00%
Foster Youth	1.30%
Homeless	10.20%
Migrant	0.00%
Socioeconomically Disavantaged	84.70%
Students with Disabilities	8.90%

A. Conditions of Learning

State Priority: Basic

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

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

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	83.24%
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%	277698.00	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 2023–24)

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	21.05%	335.70	59.93%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	37.20	6.65%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.50	52.63%	123.10	21.97%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.20	26.32%	27.90	4.99%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	36.10	6.46%	13705.80	4.91%
Total Teaching Positions	4.70	100.00%	560.20	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	5.90	5	1.00
Misassignments	4.90	2	1.50
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	10.90	7	2.50

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1	1.20
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	1	1.20

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	43.4%	50%	60.80%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.6%	26.9%	34.70%

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 2025–26)

Year and month in which the data were collected: December 2025

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: July 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	FIT done during summer renovations and cleaning. Cleaning and repairs done prior to student arrival.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	FIT done during summer renovations and cleaning. Cleaning and repairs done prior to student arrival.
Electrical: Electrical	Poor	FIT done during summer renovations and cleaning. Cleaning and repairs done prior to student arrival.
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: July 2025

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	12%	19%	47%	47%	47%	48%
Mathematics (grades 3-8 and 11)	8%	16%	43%	46%	35%	37%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	150	145	96.67%	3.33%	18.62%
Female	74	70	94.59%	5.41%	18.57%
Male	76	75	98.68%	1.32%	18.67%
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	146	141	96.58%	3.42%	19.15%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	93	89	95.70%	4.30%	15.73%
Foster Youth	0	0	0%	0%	0%
Homeless	14	13	92.86%	7.14%	23.08%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	125	120	96.00%	4.00%	20.83%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	22	21	95.45%	4.55%	9.52%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	150	147	98.00%	2.00%	15.75%
Female	74	72	97.30%	2.70%	15.49%
Male	76	75	98.68%	1.32%	16.00%
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	146	143	97.95%	2.05%	16.20%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	93	91	97.85%	2.15%	12.22%
Foster Youth	0	0	0%	0%	0%
Homeless	14	14	100.00%	0.00%	21.43%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	125	122	97.60%	2.40%	18.18%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	22	21	95.45%	4.55%	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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	4.88%	2.22%	0.00%	8.64%	30.73%	32.33%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	46	45	97.83%	2.17%	2.22%
Female	18	17	94.44%	5.56%	5.88%
Male	28	28	100.00%	0.00%	0.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	44	43	97.73%	2.27%	2.33%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	0	0	0%	0%	0%
English Learners	27	26	96.30%	3.70%	0.00%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	37	36	97.30%	2.70%	2.78%
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 2024–25)

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	100.0%	95.2%	95.2%	95.2%	85.7%
7	90.9%	95.5%	95.5%	90.9%	90.9%

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 2025–26)

In the 2025-26 school year, Voices College-Bound Language Academies at Mt. Pleasant (VMP) offers multiple, ongoing opportunities for parents and guardians to be actively involved in their children's education and in the life of the school community. Voices approaches family engagement intentionally, recognizing that strong partnerships between schools and families are essential to student success.

VMP engages in annual reflection and planning to assess the effectiveness of prior parent engagement efforts and to identify opportunities for improvement. Input from parent satisfaction surveys, direct parent interactions, and educator feedback informs the design of family engagement activities throughout the year.

Parents are invited to participate in a variety of organized activities, which are communicated through site-specific Parent Activities Calendars or Parent Culture Calendars. These opportunities include, but are not limited to, Cafecitos, English Learner Advisory Committee (ELAC) meetings, volunteer opportunities, family learning workshops, Back-to-School Night, and Parent-Teacher Conferences. Schools also host cultural celebrations and community-building events such as plazas, carnivals, and other schoolwide gatherings.

Through these efforts, Voices Mt. Pleasant seeks to create welcoming, inclusive environments where families are valued as partners in their children's learning and where ongoing collaboration supports long-term academic and social-emotional success for all students. Parents interested in getting involved through any of the above opportunities should contact {FCEC} at (408) 571-6404.

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 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	256	249	111	44.6%
Female	124	120	60	50.0%
Male	132	129	51	39.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	251	245	110	44.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	160	159	67	42.1%
Foster Youth	--	--	--	--
Homeless	24	24	7	29.2%
Socioeconomically Disadvantaged	205	201	92	45.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	28	28	18	64.3%

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

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 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.63%	5.38%	5.47%	1.31%	1.44%	1.34%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.01%	0.00%	0.08%	0.07%	0.06%

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 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.47%	0.00%
Female	0.81%	0.00%
Male	9.85%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	5.58%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	6.88%	0.00%
Foster Youth	0.00%	0.00%
Homeless	8.33%	0.00%
Socioeconomically Disadvantaged	6.34%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	7.14%	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.

School Safety Plan (School Year 2025–26)

Voices College-Bound Language Academies maintains a comprehensive School Safety Plan designed to ensure a safe, secure, and supportive learning environment for all students and staff. The 2025–26 School Safety Plan was annually reviewed and updated, and subsequently approved by the Voices Board of Directors on August 8, 2025. The plan outlines protocols aligned with state and local requirements, including emergency preparedness, crisis response, and campus safety procedures.

School administrators reviewed and discussed the updated School Safety Plan with all school faculty in August 2025, prior to the start of the school year. Ongoing staff training includes procedures related to emergency response, campus supervision, first aid, and classroom safety expectations.

Key elements of the School Safety Plan include emergency evacuation and lockdown procedures, coordination with local emergency responders, protocols for addressing behavioral and mental health concerns, and the regular practice of emergency drills. School leaders, teachers, and staff participate in drills throughout the year to reinforce preparedness and ensure that safety procedures are clearly understood and consistently implemented.

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 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	21.00		1	
1	21.00		1	
2	15.00	1	1	
3	17.00	1	1	
4	12.00	2		
5	16.00	2		
6	24.00		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 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00		1	
1	25.00		1	
2	20.00	1		
3	26.00		1	
4	32.00		1	
5	21.00		1	
6	29.00		3	
Other**				

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

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

* 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 2024–25)

Other is reflective of the Dean of Culture position.

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

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$29361.00	$17149.00	$12212.00	$110876.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$11146.18	--
Percent Difference – School Site and State	N/A	N/A	9.13%	8.63%

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

Types of Services Funded (Fiscal Year 2024–25)

?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 2023–24)

Per CDE's instructions:

"Data are provided by the CDE.

CDE gathers the teacher salary data from the Form J-90. CDE derives the percent of LEA budget for teacher and administrative salaries from unaudited actual data submitted by the LEAs.

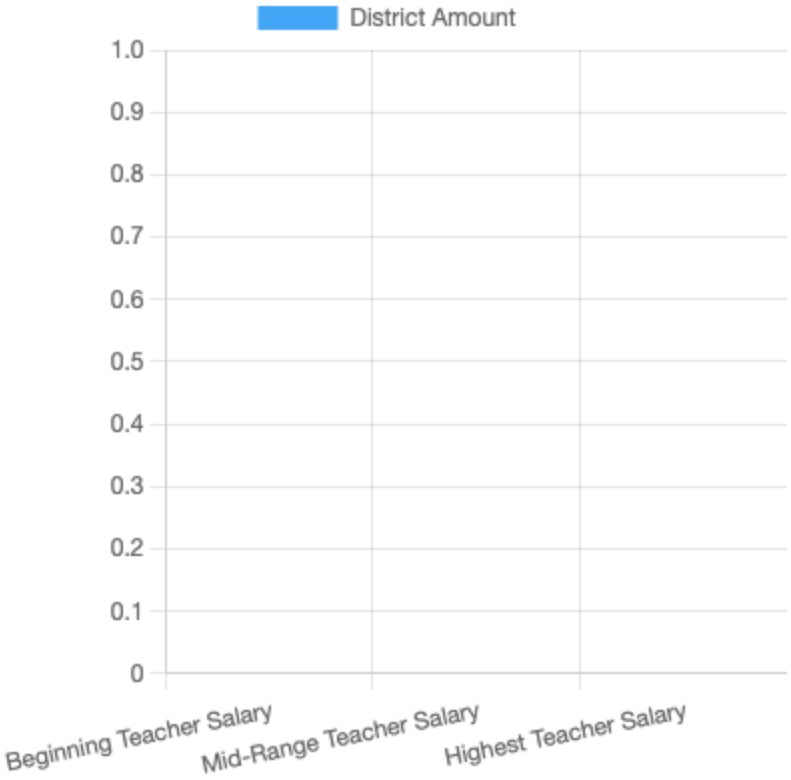
State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2024–25 data in most cases. Therefore, fiscal year 2023–24 data are used for report cards prepared for 2024–25 school year.

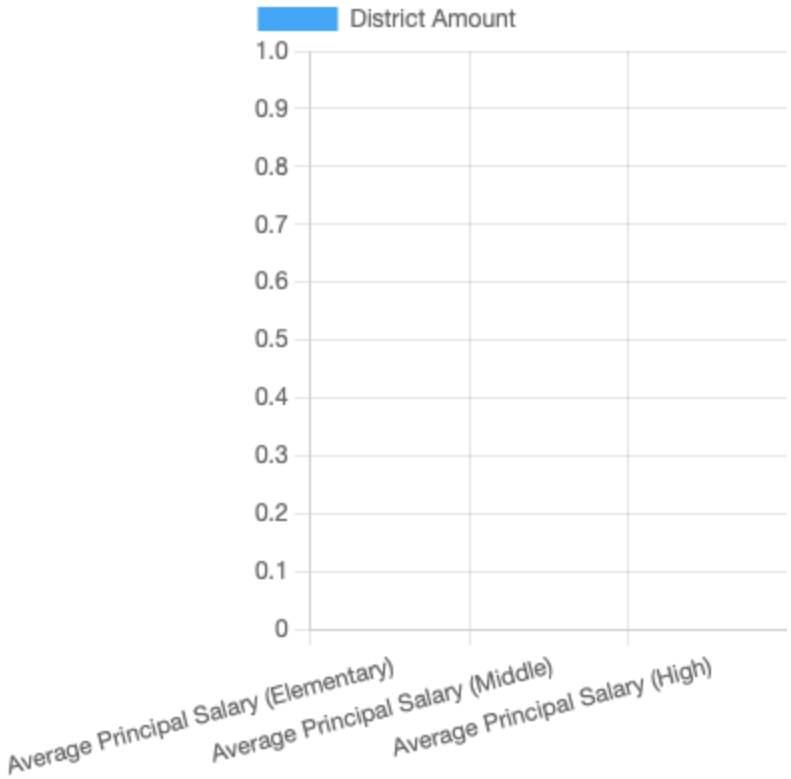
Since these data are older than those of other elements of the report, a brief narrative to explain resulting anomalies may be added, if appropriate."

As of approval date for this SARC, CDE still had not filled in these boxes for MPESD, or the state. An email was sent to SARC help in early January via the embedded contact form. No response was ever received.

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

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	107	102	96

Voices College-Bound Language Academy at West Contra Costa County

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	201 28th St. Richmond, CA , 94804-2522	**Principal:**	Keri Szymanski, School Administrator
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

Keri Szymanski, School Administrator

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

About Our School

As we embark on the 2025-26 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 2025-26 school year we continue to strengthen our academic and culture systems so that we can bring the student results our students and families need. Our 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: ccotton@wccusd.net

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	West Contra Costa Unified
Phone Number	(510) 231-1100
Superintendent	Cotton, Cheryl
Email Address	ccotton@wccusd.net
Website	www.wccusd.net

School Contact Information (School Year 2025–26)

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, School Administrator
Email Address	kszymanski@voicescharterschool.com
Website	http://www.voicesacademies.org
Grade Span	K-8
County-District-School (CDS) Code	07617960136903

School Description and Mission Statement (School Year 2025–26)

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.

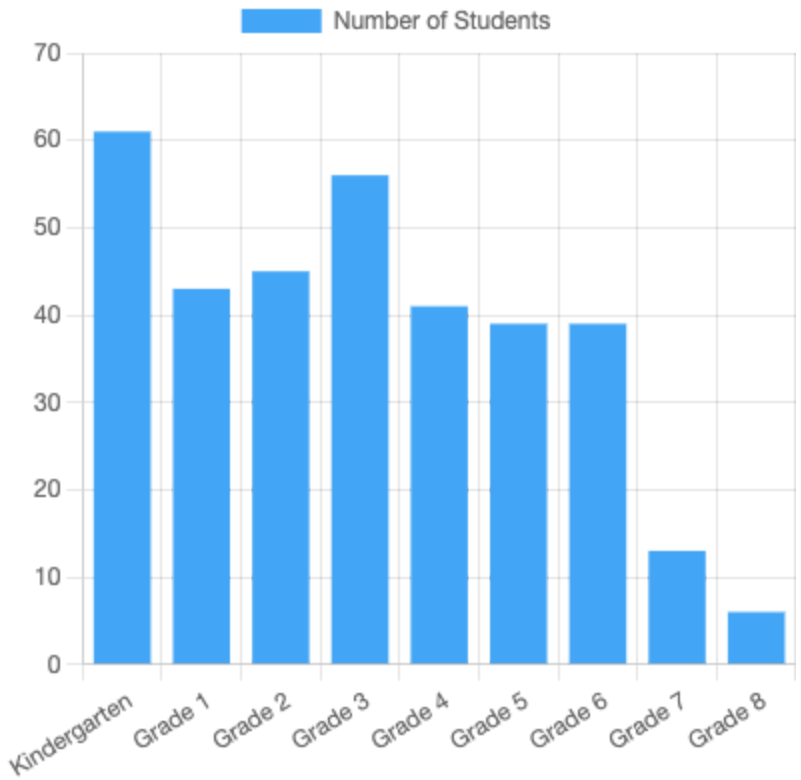
Mission:
Voices College-Bound Language Academy at West Contra Costa will prepare all students for the challenges of higher education through the context of an academically rigorous dual language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking 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 2024–25)

Grade Level	Number of Students
Kindergarten	61
Grade 1	43
Grade 2	45
Grade 3	56
Grade 4	41
Grade 5	39
Grade 6	39
Grade 7	13
Grade 8	6
Total Enrollment	343



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	48.10%
Male	51.90%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	0.60%
Black or African American	0.90%
Filipino	0.60%
Hispanic or Latino	97.10%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	0.60%
White	0.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	56.30%
Foster Youth	0.00%
Homeless	1.80%
Migrant	0.00%
Socioeconomically Disavantaged	83.40%
Students with Disabilities	15.70%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Preparation and Placement (School Year 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	83.24%
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%	277698.00	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 2023–24)

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	9.76%	1016.10	72.62%	230039.40	100.00%
Intern Credential Holders Properly Assigned	1.00	9.76%	43.70	3.13%	6213.80	2.23%
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	8.20	80.49%	190.30	13.60%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00%	81.30	5.82%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	67.70	4.84%	13705.80	4.91%
Total Teaching Positions	10.20	100.00%	1399.30	100.00%	278927.10	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.

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	4.30	0	4.20
Misassignments	6.00	0.5	4.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	10.30	0.5	8.20

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	63.6%	28.5%	46.60%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	25%	57.1%	6.60%

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 2025–26)

Year and month in which the data were collected: December 2025

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, 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 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, as seen by our acquisition and renovation of a second Richmond site for our youngest students, our TK class. The facility was evaluated during the renovations, leading to the fair status, but the projects have continued and neared completion in the time since the FIT was done.

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 at our main K-8 campus. 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 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Fair	
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 2025

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	21%	18%	33%	34%	47%	48%
Mathematics (grades 3-8 and 11)	15%	13%	23%	26%	35%	37%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	193	185	95.85%	4.15%	18.38%
Female	74	70	94.59%	5.41%	17.14%
Male	119	115	96.64%	3.36%	19.13%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	185	177	95.68%	4.32%	16.38%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	119	112	94.12%	5.88%	5.36%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	165	160	96.97%	3.03%	16.25%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	38	38	100.00%	0.00%	5.26%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	193	191	98.96%	1.04%	12.57%
Female	74	72	97.30%	2.70%	9.72%
Male	119	119	100.00%	0.00%	14.29%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	185	183	98.92%	1.08%	10.93%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	119	118	99.16%	0.84%	6.78%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	165	164	99.39%	0.61%	10.98%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	38	38	100.00%	0.00%	5.26%

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 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	24.24%	8.70%	20.89%	21.59%	30.73%	32.33%

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 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	46	46	100.00%	0.00%	8.70%
Female	20	20	100.00%	0.00%	0.00%
Male	26	26	100.00%	0.00%	15.38%
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	--	--	--	--	--
Hispanic or Latino	45	45	100.00%	0.00%	8.89%
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	25	25	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	40	40	100.00%	0.00%	7.50%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	11	11	100.00%	0.00%	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.

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 2024–25)

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	100.0%	100.0%	100.0%	100.0%	100.0%
7	64.0%	64.0%	64.0%	64.0%	64.0%

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 2025–26)

In the 2025-26 school year, Voices College-Bound Language Academies West Contra Costa (Voices WCC) offers multiple, ongoing opportunities for parents and guardians to be actively involved in their children's education and in the life of the school community. Voices approaches family engagement intentionally, recognizing that strong partnerships between schools and families are essential to student success.

Voices WCC engages in annual reflection and planning to assess the effectiveness of prior parent engagement efforts and to identify opportunities for improvement. Input from parent satisfaction surveys, direct parent interactions, and educator feedback informs the design of family engagement activities throughout the year.

Parents are invited to participate in a variety of organized activities, which are communicated through site-specific Parent Activities Calendars or Parent Culture Calendars. These opportunities include, but are not limited to, Cafecitos, English Learner Advisory Committee (ELAC) meetings, volunteer opportunities, family learning workshops, Back-to-School Night, and Parent-Teacher Conferences. Schools also host cultural celebrations and community-building events such as plazas, carnivals, and other schoolwide gatherings.

Through these efforts, Voices WCC seeks to create welcoming, inclusive environments where families are valued as partners in their children's learning and where ongoing collaboration supports long-term academic and social-emotional success for all students. Parents interested in getting involved through any of the above opportunities should contact Family and Community Engagement Coordinator Yvette Schopp-Ortega at (510) 480-0540.

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 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	365	357	119	33.3%
Female	173	170	58	34.1%
Male	192	187	61	32.6%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	352	348	118	33.9%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	209	208	62	29.8%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	307	304	99	32.6%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	68	67	26	38.8%

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

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 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.00%	1.32%	0.55%	4.81%	4.82%	4.31%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.01%	0.02%	0.08%	0.07%	0.06%

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 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.55%	0.00%
Female	1.16%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.57%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.48%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.65%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

School Safety Plan (School Year 2025–26)

Voices College-Bound Language Academies maintains a comprehensive School Safety Plan designed to ensure a safe, secure, and supportive learning environment for all students and staff. The 2025–26 School Safety Plan was annually reviewed and updated, and subsequently approved by the Voices Board of Directors on August 8, 2025. The plan outlines protocols aligned with state and local requirements, including emergency preparedness, crisis response, and campus safety procedures.

School administrators reviewed and discussed the updated School Safety Plan with all school faculty in August 2025, prior to the start of the school year. Ongoing staff training includes procedures related to emergency response, campus supervision, first aid, and classroom safety expectations.

Key elements of the School Safety Plan include emergency evacuation and lockdown procedures, coordination with local emergency responders, protocols for addressing behavioral and mental health concerns, and the regular practice of emergency drills. School leaders, teachers, and staff participate in drills throughout the year to reinforce preparedness and ensure that safety procedures are clearly understood and consistently implemented.

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 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	22.00	1	1	
1	20.00	2		
2	25.00		2	
3	21.00	1	1	
4	23.00	1	1	
5	20.00	1	1	
6	15.00	1		
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	21.00		2	
1	43.00			1
2	23.00		2	
3	28.00		2	
4	21.00	1	1	
5	20.00	1	1	
6	20.00	3	3	
Other**				

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

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

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	0

* 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 2024–25)

"Other" includes Dean of Culture position.

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

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$21602.00	$9179.00	$12423.00	$91374.00
District	N/A	N/A	--	$91374.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$11146.18	$100333.00
Percent Difference – School Site and State	N/A	N/A	10.83%	-10.70%

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

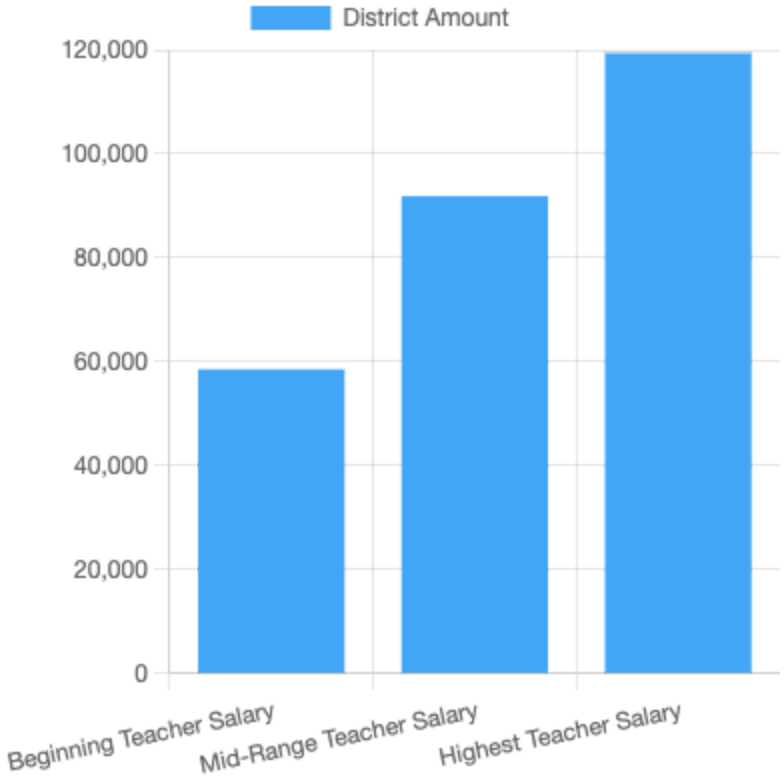
Types of Services Funded (Fiscal Year 2024–25)

?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 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$58573.00	$60862.67
Mid-Range Teacher Salary	$91890.00	$93575.04
Highest Teacher Salary	$119395.00	$125548.29
Average Principal Salary (Elementary)	$131244.00	$157644.72
Average Principal Salary (Middle)	$138034.00	$165340.66
Average Principal Salary (High)	$156078.00	$182579.89
Superintendent Salary	$280908.00	$357064.20
Percent of Budget for Teacher Salaries	25.80%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

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



Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	107	102	96

Coversheet

Approve New Policy

Section: II. Board Business: Consent Items
Item: C. Approve New Policy
Purpose: Vote
Submitted by:
Related Material: VCBLA 2025 - Student Behavioral Health Referral Protocols.pdf

Board Policy #: (SP) 19
Adopted/Ratified: 01/29/2026
Revision Date: [INSERT]

POLICY ADDRESSING STUDENT BEHAVIORAL HEALTH REFERRAL PROTOCOLS

The Board of Directors of Voices College-Bound Language Academies, (VCBLA, or "Voices") adopts the following policy on referral protocols for addressing student behavioral health concerns in grades 7–12. This policy has been developed in consultation with school and community stakeholders and school-linked behavioral health professionals and establishes the adopted procedures relating to referrals to behavioral health professionals and support services.

Each of the five VCBLA schools will comply with all state and federal student data and privacy requirements, including but not limited to the Family Educational Rights and Privacy Act ("FERPA") in the administration of this Policy.

Whenever possible and practicable, the protocols and procedures below will be used in lieu of disciplinary actions, and students who may be the subject of disciplinary action will be able to access these protocols and will not be prohibited from accessing them.

All protocols will reflect evidence-based and culturally appropriate approaches to student behavioral health referral.

Addressing the Needs of High-Risk Groups

VCBLA recognizes the importance of ensuring equitable access to behavioral health supports for **all** students, including the unique needs of high-risk student groups, which include but are not limited to the following:

- Students with disabilities, mental illness, or substance use disorders. Foster youth and youth placed in out-of-home settings.
- Homeless youth.
- Students experiencing bereavement or loss of a close family member or friend.
- Students for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning students.

VCBLA staff who oversee the mental and behavioral health needs of students are responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Director of Special Education, Foster Youth Liaison, Homeless Liaison, and VCBLA administrators.

Board Policy #: (SP) 19
Adopted/Ratified: 01/29/2026
Revision Date: [INSERT]

VCBLA may also identify additional student groups, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

Referral Protocols and Procedures

1. *Needs Assessment*

The Chief Executive Officer (CEO) or designee shall conduct an annual needs assessment to:

- Identify behavioral health trends;
- Review available resources; and
- Detect service gaps within the school community.

VCBLA shall review referral volume, response times, and outcomes on a quarterly basis for continuous improvement.

2. *Capacity Building*

VCBLA shall:

- Provide professional development on referral pathways and staff roles;
- Clarify responsibilities among certificated and classified staff; and
- Maintain partnerships with school-linked behavioral health professionals and community providers

3. *Planning*

The CEO or designee shall:

- Define referral pathways for crisis and non-crisis concerns;
- Establish goals and assign responsible roles for each step in the referral process; and
- Enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

4. *Implementation*

VCBLA shall establish step-by-step procedures to:

- Initiate referrals;
- Document concerns;
- Notify parents/guardians consistent with law;
- Triage level of need;
- Link students to appropriate services; and
- Schedule follow-up checks.

Board Policy #: (SP) 19
Adopted/Ratified: 01/29/2026
Revision Date: [INSERT]

5. Evaluation and Continuous Improvement

VCBLA shall conduct an annual evaluation of referral protocols that includes:

- Data collection and analysis;
- Input from staff, families, and community stakeholders; and
- Targeted improvements based on results.

Evaluation monitors outcomes such as:

- Median time to first contact;
- Percentage of follow-ups completed within ten school days;
- Referral closure rates; and
- Results for the student groups identified in EC Section 49428.2(b)(3).

A summary of results is reported to the VCBLA Board annually to support transparency and continuous improvement.

Staff Training

VCBLA shall ensure that teachers of students in grades 7–12 receive training at least once on student behavioral health. Training shall include the following:

1. Instruction around the unique risk factors and warning signs of behavioral health problems in adolescents,
2. Understanding the importance of early intervention,
3. How to help an adolescent in crisis or experiencing a behavioral health challenge, including guidance on when to make referrals consistent with this Policy
4. Instruction on recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
5. Instruction on how to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws.
6. Instruction on the safe deescalation of crisis situations involving students with a youth behavioral health disorder.

Training materials approved by VCBLA shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both VCBLA and within the larger community; and
- When and how to refer students and their families to those services.
- Recognizing the signs and symptoms of youth behavioral health disorders.

Authorization and Scope of Practice

Board Policy #: (SP) 19
Adopted/Ratified: 01/29/2026
Revision Date: [INSERT]

In order to ensure that all school employees act only within the authorization or scope of their credential or license, VCBLA shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license.
- Direct employees to refer students to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

No school staff will diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

Coversheet

Contract Approval for First Tryon Advisors

Section: II. Board Business: Consent Items
Item: D. Contract Approval for First Tryon Advisors
Purpose: Vote
Submitted by:
Related Material:
Work Order #1 - Voices College-Bound Language Academies 010726 (1).pdf
FA Services Agreement - Voices College-Bound Language Academies 010726.pdf

First Tryon Advisors
SIMPLIFYING PUBLIC FINANCE

6101 Carnegie Boulevard, Suite 210
Charlotte, NC 28209

1 Park Place, Suite 485
Annapolis, MD 21401

WORK ORDER NUMBER 1

WORK ORDER to the Agreement dated January 7, 2026, by and between Voices College-Bound Language Academies (the "**Client**") and First Tryon Advisors, LLC (the "**Advisor**").

SERVICES

The Advisor will provide the following Services under this Work Order:

1. **Planning Services**

- Evaluate and provide a detailed analysis of the Client's existing financial condition, outstanding debt, debt capacity, and credit profile, as applicable.
- Assist the Client in clarifying its financing objectives and identifying potential financing structures, including comparative analysis of alternatives to assist the Client with identifying trade-offs and risks associated with each option.
- Help craft a tailored plan of finance that is appropriate based on the Client's financing objectives.
- Review the Client's existing financial model and projections and assist the Client with any adjustments that might be appropriate based on its proposed financing.
- Help the Client evaluate and select the most suitable conduit issuer for the Client's financing.

2. **Financing Solicitation**

- Assist the Client in developing all appropriate financing solicitation materials (i.e., Request for Proposals (RFP), RFP Cover Letters, Lender/Underwriter Prospect Lists, Credit Presentation, etc.).
- Solicit, evaluate and assist in the selection of one or more institutions to provide financing for the Client's project.
- Coordinate and participate in interviews of prospective lenders and/or underwriters, as applicable.
- Assist the Client in negotiating fees of its selected lender and/or underwriter.

3. **Transaction Execution**

- Prepare and maintain a detailed Financing Timetable for the Client's transaction, incorporating any required notices, Board actions, public hearings and other milestones identified by the Client or other members of the working group.
- Produce quantitative schedules outlining sources and uses of funds, debt service requirements, key bond statistics, and other data required by the Client or bond counsel in connection with the financing.
- Assist with the incorporation of the final debt service schedules and other relevant information for the financing into the Client's budget and financial projections, as requested.
- Coordinate activities, meetings and conference calls among the members of the working group.
- Develop a detailed rating strategy, including, if appropriate, (1) reviewing and developing any financial policies, (2) preparing comprehensive rating presentation materials, (3) assisting with the coordination of all logistics for any meetings, visits or other interactions with any rating agency analysts, and (4) assistance with the preparation of the Client for any rating agency presentation.

- Serve as the primary point of contact between the Client and the conduit issuer and assist in the preparation of any related application materials.
- Prepare the Client for, and participate in, any meetings and calls with conduit issuer staff, including, if applicable, preparation of customary materials for any required "pre-application" meeting.
- Assist in procuring any additional professionals or working group participants necessary to complete the financing (e.g., bond trustee, dissemination agent, arbitrage rebate consultant, etc., as appropriate).
- Review select legal and offering documents, as applicable, that Client's legal counsel deems appropriate for the authorization, execution and memorialization of the Client's financing. *Advisor is not providing legal advice and will not have responsibility for the accuracy, completeness or fairness of legal and offering documents prepared by third parties. Client should always consult with a licensed attorney in its jurisdiction who can provide advice based on the specific circumstances.*
- Advise the Client regarding market conditions and other matters that would normally be expected to influence interest rates for the Client's financing.
- Assist the Client in negotiating the final terms and conditions of the financing as well as the final couponing and pricing of the bonds, as applicable.
- Prepare and present information regarding the financing process to the Client's governing board, staff or other stakeholders, as requested.
- Provide ongoing responses to any related questions and perform other customary tasks that might arise during the course of the Client's financing.
- Coordinate all closing logistics to help ensure a smooth closing and to reduce demands on the Client's staff.
- Develop the Closing/Flow of Funds Memorandum for the Client's financing, as appropriate.

TERM

The term with respect to the Services to be performed under this Work Order shall end 30 days after the completion of the Services described above, unless terminated earlier in accordance with the Agreement.

COMPENSATION

In establishing fees, the Advisor considers multiple factors, including the efficiency with which the work was done, the result achieved, the complexity of the matter and any special experience or expertise applied to it, any extraordinary scheduling or preemptive attention devoted to the project, and the degree of professional responsibility or liability undertaken by the firm.

For services to be performed in connection with this Work Order, the Advisor shall be compensated 0.75% of the dollar amount of the Client's financing, payable at the closing of such financing. For example, if the amount of the Client's financing is $17,000,000, the Advisor's fee will be $127,500. Such fees may vary if (1) the contemplated assignment changes materially during the course of the Term or (2) unusual or unforeseen circumstances arise which require a significant increase in the type or scope of the Advisor's responsibilities. The Advisor will consult with the Client if at any time the Advisor believes that circumstances require an adjustment to its fees.

In addition to the compensation outlined above, the Client will reimburse the Advisor for out-of-pocket expenses incurred in connection with the Services. Customary out-of-pocket expenses include, without limitation, costs of travel, meals, lodging, printing/copying, etc. The Advisor will bill the Client for such expenses at cost, with no mark-up. The Advisor will not bill the Client for indirect costs such as subscription services including Bloomberg, TM3,

DBC, Munex/Adaje, Teams/Zoom, etc.; instead, the Client will pay the Advisor an administrative expense fee equal to 4% of any invoiced fee for Services as reimbursement for costs not reasonably allocable on a client-by-client basis.

The Advisor is firmly committed to demonstrating value to the Client throughout the financing process. If at any time the Client believes that the Services provided are not consistent with the fees charged by the Advisor, the Client may adjust the fee for such Services to any amount the Client deems appropriate.

AGREED AND ACCEPTED this _____ day of January 2026:

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

By: _____
Name: Aldo A. Ramirez, Ph.D.
Title: Chief Executive Officer

FIRST TRYON ADVISORS, LLC

By: _____
Name: Christopher O. Wienk
Title: Managing Director

First Tryon Advisors
SIMPLIFYING PUBLIC FINANCE

FINANCIAL ADVISORY SERVICES AGREEMENT

This Agreement (this "**Agreement**") is made by and between Voices College-Bound Language Academies (the "**Client**") and First Tryon Advisors, LLC (the "**Advisor**"), as of the date acknowledged and accepted by the Client below (the "**Effective Date**").

In consideration of the mutual covenants contained in this Agreement, the parties hereby agree with respect to financial advisory services to be provided by the Advisor to the Client as follows:

SERVICES

The Advisor, as an independent contractor and not as an employee, shall provide financial advisory services to the Client as specified from time to time in the work order or work orders in the form attached to this Agreement as Exhibit A (collectively, if more than one, the **"Work Order"**), perform all work and deliver all requisite work product (the **"Deliverables"**) in connection therewith (collectively, together with the Deliverables, the **"Services"**). The Advisor agrees to perform the Services in accordance with the highest professional standards applicable to the performance of like services. As part of such Services, Client may periodically request reasonable written reports concerning the Advisor's progress, project status and other matters pertaining to the Services, and the Advisor shall promptly provide such reports to Client at no additional charge.

Client may, from time to time, request that the Advisor perform additional Services ("**Additional Services**"). If the Advisor accepts such assignments, the parties shall agree to the parameters of the Additional Services to be undertaken by executing a new or revised Work Order in the form of Exhibit A. The Additional Services shall be considered "**Services**" under this Agreement and shall be performed in accordance with, and subject to the terms and conditions of, this Agreement and the Work Order specifying the Services to be performed.

Nothing contained in this Agreement shall constitute making or appointing the Advisor an agent of the Client. The Advisor shall not (a) hold itself out contrary to the terms of this Agreement; (b) enter into any agreement on behalf of the Client or bind the Client in any way; or (c) make any representation, agreement, act or commission contrary to the terms of this Agreement.

The parties agree that Affiliates (as defined below) of Advisor and Affiliates of Client may execute Work Orders in accordance with the provisions of this Agreement. In such event, the applicable Affiliate of such party executing any Work Order shall, for purposes of such Work Order, be considered "Advisor" and the "Client" as those terms are used in this Agreement, insofar as it relates to any such Work Order, shall be deemed to be a two-party agreement between First Tryon or its applicable Affiliate on the one hand and Client or its applicable Affiliate on the other hand. As used in this Agreement, an "Affiliate" of an entity is another person or entity which controls, is controlled by or is under common control with such entity, and the term "control" of an entity shall mean the power to unilaterally direct the policies and management of such entity, whether through the ownership of voting securities or otherwise.

CLIENT MATTERS

With respect to any matter described in this Agreement, nothing in this Agreement shall limit the Client's unqualified right, in the Client's discretion, (a) to reject in whole or in part any advice, suggestion, counsel or proposal made by the Advisor; or (b) to make any decision the Client deems to be in the best interests of the Client.

The Client represents that (a) it has taken all necessary action to authorize the Client's execution, delivery and performance of this Agreement and (b) it has obtained all consents, approvals and authorizations necessary for the Client's execution and delivery of this Agreement and the performance of its obligations under this Agreement.

TERM

This Agreement shall commence on the Effective Date and thereafter shall remain in effect unless terminated in accordance with the provisions under the "**TERMINATION**" heading below. The Advisor shall render Services to Client for the period (the "**Term**") set forth in the applicable Work Order.

PERSONNEL

The Advisor's Services under this Agreement shall be rendered solely by (a) its individual employees or (b) individuals or entities that are not employees of the Advisor that have been engaged by the Advisor to perform Services under this Agreement on the Advisor's behalf (collectively, the "**Third Parties**"), in each case as specified in the Work Order (collectively, the "**Personnel**"). The Advisor represents any such Personnel are qualified to perform the Services and have been assigned by the Advisor to work with the Client pursuant to this Agreement. The Advisor certifies that after hiring an employee to work in the United States, the Advisor shall verify the work authorization of the employee through E-Verify (or any replacement procedure).

FEES

Upon the performance by the Advisor of all of its obligations under this Agreement and in an applicable Work Order, and as full compensation for Services performed by the Advisor to Client, Client agrees to pay to the Advisor, and the Advisor agrees to accept, a fee for Services as rendered on the basis set forth in the Work Order. In no event shall Client be obligated to pay any fees accrued in excess of the Estimated Cost set forth in the Work Order, or accrued in respect of services not described in the Work Order, without the written consent of Client.

In establishing fees, the Advisor takes into account multiple factors, including the efficiency with which the work was done, the result achieved, the complexity of the matter and any special experience or expertise applied to it, any extraordinary scheduling or preemptive attention devoted to the project, and the degree of professional responsibility or liability undertaken by the firm.

Unless specifically provided otherwise in the applicable Work Order, the Advisor shall invoice Client upon completion of the Services performed under the applicable Work Order. Invoices will be paid within 30 days of Client's receipt and acceptance of a proper invoice in accordance with the applicable Work Order.

TERMINATION

Either party shall have the right to terminate any or all of the Services, any or all Work Orders or this Agreement without cause and in its sole discretion upon 30 days' prior written notice.

In the event of any termination of any Services, Work Order or this Agreement as set forth above, the Client shall pay the Advisor only for those Services performed, and reimbursable expenses incurred, before the effective date of termination; provided, however, that the Client shall have no liability for any further charges in respect of Services performed or expenses incurred after such termination date. Upon termination of this Agreement, the Advisor shall be relieved of any further obligations to provide services under this Agreement or any applicable Work Order.

MISCELLANEOUS

The provisions of this Agreement constitute the entire agreement of the parties as to the matters addressed in this Agreement and supersede any prior understanding not specifically incorporated in this Agreement. No changes to this Agreement or waiver of any of the terms of this Agreement shall be made except in writing signed by the Client and the Advisor. In addition, no Work Order applicable to this Agreement shall be binding on the Client unless executed by the Client and the Advisor. In the event of any inconsistency between a Work Order and the terms set forth in this Agreement, the terms of the applicable Work Order shall prevail.

GOVERNING LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of North Carolina applicable to agreements made and to be fully performed therein.

NOTICES

All notices, requests, demands or other communications in connection with this Agreement shall be in writing and shall be deemed to have been duly given if delivered in person, by a nationally recognized overnight courier service or by United States mail, postage prepaid, certified or registered, with return receipt requested, or otherwise actually delivered:

If to the Client at:

Voices College-Bound Language Academies
Attn: Chief Operations Officer
6840 Via Del Oro, Suite 205
San Jose, CA 95119

If to the Advisor, at:

First Tryon Advisors, LLC
Attn: Chief Compliance Officer
6101 Carnegie Blvd, Suite 210
Charlotte, NC 28209

HEADINGS

The paragraph headings in this Agreement are solely for convenience of reference and shall not affect the interpretation of this Agreement.

ASSIGNMENT

Each provision of this Agreement and all Work Orders shall inure to, and shall be legally binding on, the successors and assigns of the parties to this Agreement.

COMPLIANCE WITH LAW

The Advisor will comply with all statutes, ordinances, and regulations of all federal, state, county and municipal or local governments, and of any and all the departments and bureaus thereof, applicable to the carrying on of its business and performance of the Services and its obligations under this Agreement.

LIMITATION ON LIABILITY

NEITHER PARTY SHALL BE LIABLE FOR ANY CAUSE RELATED TO OR ARISING OUT OF THIS AGREEMENT, WHETHER IN CONTRACT, NEGLIGENCE OR TORT, IN EXCESS OF THE TOTAL FEES AND CHARGES PAID BY THE CLIENT FOR SERVICES RENDERED DURING THE TERM. NEITHER PARTY'S AFFILIATES, DIRECTORS, OFFICERS, EMPLOYEES OR AGENTS SHALL BE LIABLE FOR ANY CAUSE RELATED TO OR ARISING OUT OF THIS AGREEMENT, WHETHER IN CONTRACT, NEGLIGENCE OR TORT. **SUCH LIMITATION DOES NOT CONSTITUTE A WAIVER BY CLIENT OF CERTAIN PROTECTIONS FOR MUNICIPAL ENTITIES AND OBLIGATED PERSONS THAT ARE CLIENTS OF A MUNICIPAL ADVISOR (SEE "MUNICIPAL ADVISOR CLIENT EDUCATION AND PROTECTION" IN THIS AGREEMENT) AND DOES NOT WAIVE ADVISOR'S FIDUCIARY DUTIES TO CLIENT (SEE "MUNICIPAL ADVISOR REGULATORY DUTIES" IN THIS AGREEMENT).**

SEVERABILITY

If any term of this Agreement shall be held invalid, illegal or unenforceable in whole or in part, then neither the validity of the remaining part of such term nor the validity of any other term of this Agreement shall be in any way affected.

MUNICIPAL ADVISORY CLIENT EDUCATION AND PROTECTION

The Advisor is registered with the U.S. Securities and Exchange Commission ("SEC") as a Municipal Advisor. As a registered Municipal Advisor, the Advisor is subject to the rules of the Municipal Securities Rulemaking

Board ("MSRB"). The MSRB provides certain protections for municipal entities and obligated persons that are clients of a municipal advisor. For complete regulatory and educational information, visit the MSRB's website at www.msrb.org. A municipal advisory client brochure is available on the MSRB website's (currently available at https://www.msrb.org/sites/default/files/2022-09/MSRB-MA-Clients-Brochure.pdf). The client brochure describes client protections that may be provided under MSRB rules, including how to file a complaint with an appropriate regulatory authority.

MUNICIPAL ADVISOR REGULATORY DUTIES

MSRB Rule G-42 requires that municipal advisors provide disclosures of material conflicts of interest and of information regarding certain legal events and disciplinary history. Such disclosures are provided in the Advisor's Municipal Advisor's Disclosure Statement, which the Advisor has to this Agreement as Exhibit B.

IN WITNESS WHEREOF, the Client and the Advisor have duly executed this Agreement, and the Client has acknowledged and accepted the terms of this Agreement, as of the _____ day of _____, 20__.

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

By: _____
Name: Aldo A. Ramirez, Ph.D.
Title: Chief Executive Officer

FIRST TRYON ADVISORS, LLC

By: _____
Name: Christopher O. Wienk
Title: Managing Director

EXHIBIT A

WORK ORDER

WORK ORDER to the Agreement dated _____, by and between _____ (the "**Client**") and First Tryon Advisors, LLC (the **"Advisor**").

SERVICES

Pursuant to this Work Order, the Advisor's Services will include the following:

- [To be determined]

TERM

The term with respect to the Services to be performed under this Work Order shall end 30 days after the completion of the Services, unless terminated earlier in accordance with the Agreement.

COMPENSATION

In establishing fees, the Advisor considers multiple factors, including the efficiency with which the work was done, the result achieved, the complexity of the matter and any special experience or expertise applied to it, any extraordinary scheduling or preemptive attention devoted to the project, and the degree of professional responsibility or liability undertaken by the firm.

For services to be performed in connection with this Work Order, the Advisor shall be compensated as follows:

- [To be determined]

Such fees may vary if (1) the contemplated assignment changes materially during the course of the Term or (2) unusual or unforeseen circumstances arise which require a significant increase in the type or scope of the Advisor's responsibilities. The Advisor will consult with the Client if at any time the Advisor believes that circumstances require an adjustment to its fee.

In addition to the compensation outlined above, the Client will reimburse the Advisor for out-of-pocket expenses incurred in connection with the Services. Customary out-of-pocket expenses include, without limitation, costs of travel, meals, lodging, printing/copying, etc. The Advisor will bill the Client for such expenses at cost, with no mark-up. The Advisor will not bill the Client for indirect costs such as subscription services including Bloomberg, TM3, DBC, Munex/Adaje, Teams/Zoom, etc.; instead, the Client will pay the Advisor an administrative expense fee equal to 4% of any invoiced fee for Services as reimbursement for costs not reasonably allocable on a client-by-client basis

The Advisor is firmly committed to demonstrating value to the Client throughout the financing process. If at any time the Client believes that the Services provided are not consistent with the fees charged by the Advisor, the Client may adjust the fee for such Services to any amount the Client deems appropriate.

AGREED AND ACCEPTED this _____ day of _____, 20__:

VOICES COLLEGE-BOUND LANGUAGE ACADEMIES

By: _____
Name:
Title:

FIRST TRYON ADVISORS, LLC

By: _____
Name:
Title:

EXHIBIT B

MUNICIPAL ADVISOR DISCLOSURE STATEMENT

Developing best practices for regulatory compliance and following the spirit, not just the letter, of any applicable regulation are central tenets of First Tryon Advisors, LLC ("First Tryon"). To that end, we are providing you with this Disclosure Statement of Municipal Advisor (this "Disclosure Statement") to explain our fiduciary duties and commitment to you (the "Client"), as well as to provide you with certain disclosures that are required by the Municipal Securities Rulemaking Board ("MSRB") Rule G-42 ("Rule G-42"), which became effective on June 23, 2016.

FIDUCIARY DUTY: In the conduct of all municipal advisory activities for the Client, First Tryon is subject to a fiduciary duty that includes a Duty of Loyalty and a Duty of Care.

First Tryon's Duty of Care includes, but is not limited to, the following:

- First Tryon must possess the degree of knowledge and expertise needed to provide the Client with informed advice.
- First Tryon must make a reasonable inquiry as to the facts that are relevant to the Client's determination as to whether to proceed with a course of action or that form the basis for any advice provided to the Client.
- First Tryon must undertake a reasonable investigation to determine that it is not basing any recommendation on materially inaccurate or incomplete information. Among other matters, First Tryon must have a reasonable basis for:
  - any advice provided to or on behalf of the Client;
  - any representations made in a certificate that it signs that will be reasonably foreseeably relied upon by the Client, any other party involved in the municipal securities transaction or municipal financial product, or investors in the Client's securities or securities secured by payments from the Client; and
  - any information provided to the Client or other parties involved in the municipal securities transaction in connection with the preparation of an official statement for any applicable issue of municipal securities.

First Tryon's Duty of Loyalty includes, but is not limited to, the following:

- First Tryon must deal honestly and with the utmost good faith with the Client and act in the Client's best interests without regard to First Tryon's financial or other interests.
- First Tryon may not engage in municipal advisory activities for the Client if First Tryon cannot manage or mitigate its conflicts of interest in a manner that will permit it to act in the Client's best interests.

Please note that First Tryon's standard client agreement includes the following limitation of liability language. **We specifically highlight the final sentence in bold, which affirms that First Tryon's fiduciary duty to its clients, as described above, is unwaivable**. Nothing in the following limitations should be interpreted as a waiver of that fiduciary duty by our clients.

> NEITHER PARTY SHALL BE LIABLE FOR ANY CAUSE RELATED TO OR ARISING OUT OF THIS AGREEMENT, WHETHER IN CONTRACT, NEGLIGENCE OR TORT, IN EXCESS OF THE TOTAL FEES AND CHARGES PAID BY THE CLIENT FOR SERVICES RENDERED DURING THE TERM. NEITHER PARTY'S AFFILIATES, DIRECTORS, OFFICERS, EMPLOYEES OR AGENTS SHALL BE LIABLE FOR ANY CAUSE RELATED TO OR ARISING OUT OF THIS AGREEMENT, WHETHER IN CONTRACT, NEGLIGENCE OR TORT. **SUCH LIMITATION DOES NOT CONSTITUTE A WAIVER BY CLIENT OF CERTAIN PROTECTIONS FOR MUNICIPAL ENTITIES AND OBLIGATED PERSONS THAT ARE CLIENTS OF A MUNICIPAL ADVISOR (SEE "MUNICIPAL ADVISOR CLIENT EDUCATION AND PROTECTION" IN THIS AGREEMENT) AND DOES NOT WAIVE**

ADVISOR'S FIDUCIARY DUTIES TO CLIENT (SEE "MUNICIPAL ADVISOR REGULATORY DUTIES" IN THIS AGREEMENT).

MUNICIPAL ADVISORY CLIENT EDUCATION AND PROTECTION: First Tryon is registered with the U.S. Securities and Exchange Commission ("SEC") as a Municipal Advisor. As a registered Municipal Advisor, First Tryon is subject to the rules of the MSRB. The MSRB provides certain protections for municipal entities and obligated persons that are clients of a municipal advisor. For complete regulatory and educational information, visit the MSRB's website at www.msrb.org. A municipal advisory client brochure is available on the MSRB website's (currently available at https://www.msrb.org/sites/default/files/2022-09/MSRB-MA-Clients-Brochure.pdf). The client brochure describes client protections that may be provided under MSRB rules, including how to file a complaint with an appropriate regulatory authority.

MUNICIPAL ADVISOR REGULATORY DUTIES: MSRB Rule G-42 requires that municipal advisors provide disclosures of material conflicts of interest and information regarding certain legal events and disciplinary history (see "MANDATORY DISCLOSURES REGARDING CONFLICTS" and "MANDATORY DISCLOSURES REGARDING DISCIPLINARY EVENTS" below).

FIRST TRYON'S RECOMMENDATIONS TO CLIENTS: Rule G-42 requires that our advisors have a reasonable basis to believe that any recommendation First Tryon makes to the Client is suitable for the Client, based on the information obtained through our reasonable diligence. If the Client requests a review of another party's recommendation, our advisors must determine, based on the information obtained through our reasonable diligence, whether the recommendation is suitable for the Client.

In addition, First Tryon must inform the Client of:

- our evaluation of the material risks, potential benefits, structure, and other characteristics of the recommended municipal securities transaction or municipal financial product; and
- the basis upon which First Tryon reasonably believes that the recommendation (or reviewed recommendation) is or is not suitable for the Client; and - whether our advisors have investigated or considered other reasonably feasible alternatives to the recommendation that might also serve the Client's objectives.

PROHIBITED ACTIVITIES: Rule G-42 prohibits First Tryon, and any other municipal advisor, from engaging in the following activities:

- receiving compensation that is excessive in relation to the municipal advisory activities actually performed;
- delivering an invoice for fees or expenses for municipal advisory activities that is materially inaccurate in its reflection of the activities actually performed or the personnel that actually performed those activities;
- making any representation or the submission of any information that First Tryon knows or should know is either materially false or materially misleading due to the omission of a material fact about the capacity, resources or knowledge of First Tryon, in response to requests for proposals or qualifications or in oral presentations to the Client or another prospective client, for the purpose of obtaining or retaining an engagement to perform municipal advisory activities;
- making, or participating in, any fee-splitting arrangement with underwriters on any municipal securities transaction as to which it has provided or is providing advice, and any undisclosed fee splitting arrangements with providers of investments or services to the Client; and
- making payments for the purpose of obtaining or retaining an engagement to perform municipal advisory activities.

MANDATORY DISCLOSURES REGARDING CONFLICTS: Under Rule G-42, First Tryon must disclose to you in writing any actual or potential material conflicts of interest, including:

- any First Tryon affiliate that provides any advice, service or product to or on behalf of the Client that is directly related to the municipal advisory activities to be performed by First Tryon;
- any payments made by First Tryon, directly or indirectly, to obtain or retain an engagement to perform municipal advisory activities for the Client;
- any payments received by First Tryon from a third party to enlist First Tryon's recommendation to the Client of its services, any municipal securities transaction or any municipal financial product;
- any fee-splitting arrangements involving First Tryon and any provider of investments or services to the Client; and
- any conflicts of interest arising from compensation for municipal advisory activities to be performed that is contingent on the size or closing of any transaction as to which First Tryon is providing advice; and - any other actual or potential conflicts of interest, of which First Tryon is aware after reasonable inquiry, that could reasonably be anticipated to impair First Tryon's ability to provide advice to or on behalf of the Client in accordance with the fiduciary duty it owes to the Client.

Please be aware of the following actual or potential material conflicts of interest related to our role as your advisor:

- *Contingent Fees Based on closing & size of transaction:* First Tryon represents that in connection with the issuance of municipal securities, First Tryon may receive compensation from an Issuer or Obligated Person for services rendered, which compensation is contingent upon the successful closing of a transaction and/or is based on the size of a transaction. Consistent with the requirements of MSRB Rule G-42, First Tryon hereby discloses, that such contingent and/or transactional compensation may present a potential conflict of interest regarding First Tryon's ability to provide unbiased advice to enter into such transaction. While this form of compensation is common in the municipal advisor sector, the contingent fee arrangement could create an incentive for the municipal advisor to recommend unnecessary financings or financings that are disadvantageous to the Client, or to advise the Client to increase the size of the issue. This potential conflict of interest will not impair First Tryon's ability to render unbiased and competent advice or to fulfill its fiduciary duty to the Client.
- *Hourly Fees:* First Tryon may be compensated using an hourly fee structure with First Tryon's aggregate fee amount equaling the number of hours worked by its personnel multiplied by an agreed-upon hourly billing rate. While this form of compensation is common in the municipal advisor sector, it presents a potential conflict of interest because it could create an incentive for the municipal advisor to recommend alternatives that would result in more hours worked. This conflict of interest will not impair First Tryon's ability to render unbiased and competent advice or to fulfill its fiduciary duty to the Client.
- *Fixed Fees:* First Tryon may be compensated based on a fixed amount established at the outset of the assignment. The fixed fee amount is usually based upon an analysis by the Client and First Tryon's of, among other things, the expected duration and complexity of the transaction and the Scope of Services to be performed by First Tryon. While this form of compensation is also common in the municipal advisor sector, it presents a potential conflict of interest because, if the transaction requires more work than originally contemplated, the municipal advisor may suffer a loss. Thus, the municipal advisor may recommend less time-consuming alternatives, or fail to do a thorough analysis of alternatives. This conflict of interest will not impair First Tryon's ability to render unbiased and competent advice or to fulfill its fiduciary duty to the Client.
- *Increased Cost*: We wish to also make you aware that the fee paid to First Tryon increases the cost of transactions completed by the Client. The increased cost occurs from compensating First Tryon for municipal advisory services provided.

- *Other Advisory Clients:* First Tryon serves a wide variety of clients that may from time to time have interests that could have a direct or indirect impact on the interests of another First Tryon client. For example, First Tryon serves as municipal advisor to other municipal advisory clients and, in such cases, owes a regulatory duty to such other clients just as it does to the Client. These other clients may, from time to time and depending on the specific circumstances, have competing interests. In acting in the interests of its various clients, First Tryon could potentially face a conflict of interest arising from these competing client interests. First Tryon fulfills its regulatory duty and mitigates such conflicts through dealing honestly and with the utmost good faith with the Client.

We believe the following factors enable First Tryon to manage and mitigate the conflicts described above:

- *Fiduciary Duty*: First Tryon's commitment to the fiduciary duty it owes the Client serves as a general mitigating factor for any conflict of interest. Taken together, the Duty of Care and the Duty of Loyalty require First Tryon to deal honestly and in good faith with the Client and to act in the Client's best interests, without regard to First Tryon's financial or other interests.

- *Business Model and Capitalization*: First Tryon is well-capitalized, and its business model is not dependent on maximizing short-term revenues from any single advisory client or recommendation. Instead, First Tryon's business model and profitability are dependent on cultivating long-term client relationships based on a demonstrated track record of putting our clients' interests first.

- *Supervisory Structure*: First Tryon has the experience, expertise and infrastructure reasonably designed to achieve compliance with its regulatory obligations. The firm's supervisory structure, which includes a Chief Compliance Officer, and other safeguards ensure that our advisors understand, and act in accordance with, the fiduciary duty First Tryon owes to each of its clients.

MANDATORY DISCLOSURES REGARDING DISCIPLINARY EVENTS: Under Rule G-42, First Tryon must disclose to you in writing (1) any legal or disciplinary event that is material to the Client's evaluation of First Tryon or the integrity of its management or advisory personnel and (2) the date of the last material change or addition to the legal or disciplinary event disclosures on any Form MA or Form MA-I filed with the SEC by First Tryon, along with a brief explanation of the basis for the materiality of the change or addition.

- *Material Legal or Disciplinary Events*: First Tryon does not have any legal events or disciplinary history on First Tryon's Form MA and Form MA-I, which includes information about any criminal actions, regulatory actions, investigations, terminations, judgments, liens, civil judicial actions, customer complaints, arbitrations and civil litigation.

- *How to access Form MA and Form MA-1*: First Tryon's most recent Form MA and each most recent Form MA-I filed with the SEC may be accessed electronically at the following website: www.sec.gov/edgar/searchedgar/companysearch.html.

- *Most Recent Change in Legal or Disciplinary Event Disclosure:* There have been no material changes to a legal or disciplinary event disclosure on any Form MA or Form MA-I filed with the SEC. If any material legal or regulatory action is brought against Frist Tryon, we will provide complete disclosure to the Client in detail.

FUTURE DISCLOSURES: As required by Rule G-42, First Tryon will, throughout the course of its engagement with the Client, promptly notify the Client in writing to supplement or amend this Disclosure Statement as may be necessary in connection with (1) any changed circumstance that results in new, material conflicts of interest or material changes to the conflicts of interest described above or (2) any required update to First Tryon's disciplinary event information.

If you have any questions or concerns about this Disclosure Statement or the information above, please make those questions or concerns known immediately. In addition, the Client should consult with its own legal, accounting, tax and other advisors, as applicable, to the extent it deems appropriate.

Coversheet

Contract Ratification

Section: II. Board Business: Consent Items
Item: E. Contract Ratification
Purpose: Vote
Submitted by:
Related Material: Afton Partners - Voices Academies.pdf

AFTON

January 6, 2026

Voices College-Bound Language Academies
Attn: Aldo Ramirez
Delivered electronically

Dear Aldo,

Afton Partners LLC ("Afton") submits this proposed scope of work that we may provide services to Voices College-Bound Language Academies (the "Organization"). Terms and conditions for this work are included herein should the Organization desire to proceed with this work.

SCOPE OF SERVICES

Long-Range Planning Financial Model
Afton will support Voices College-Bound Language Academies with the development of a long-range plan financial model. In collaboration with the Voices College-Bound Language Academies team, Afton will provide the following services:

1) Build a long-range financial projection model, this will include:
    a. Clear and adjustable inputs for financial drivers, such as enrollment, revenue assumptions, program expenses, administrative expenses, and facility costs.
    b. Dynamic functionality to test changes to variables and scenarios.
    c. Dashboard to inform financial sustainability.
2) Vet key assumptions for revenues, and expenses. This will include:
    a. Enrollment details by school and by grade-level and sections.
    b. Revenue drivers for recurring and non-recurring funding for Federal, State, and Local options.
    c. Expense details for personnel and non-personnel cost drivers.
    d. Simplified staffing for instructional and non-institutional positions.

This initiative will run from January 7, 2026, through February 28, 2026, with the ability to extend further should Afton and the Organization agree to extend the timeline.

Afton's services will contribute to the following success outcomes envisioned for Voices College-Bound Language Academies:

- creating a model that can be used with lender(s) to support recapitalization efforts
- visibility into medium-term financial health.
- understanding of potential financial and operational risks and analysis of mitigating solutions

AFTON

FEES AND EXPENSES

Afton will provide these services for a fixed fee of $25,000. Invoices will be sent upon completion of the financial model and will be due by June 30, 2026.

Sincerely,

Carrie B. Stewart
Managing Partner | Afton Partners LLC

Josh Devon
Managing Director | Afton Partners LLC

AFTON

Additional Terms and Conditions

SECTION 1. APPLICABILITY OF THESE TERMS AND CONDITIONS. These terms and conditions are part of the agreement between Afton Partners LLC ("Contractor") and Voices College-Bound Language Academies (the "Organization") and accompany the proposal letter dated January 6, 2025. If there are any inconsistencies between this form and the proposal letter, the letter will control.

SECTION 2. FEES AND EXPENSES. Afton will provide these services not to exceed $25,000. Travel and other expenses will only be incurred with the approval of Voices College-Bound Language Academies. Invoices will be sent monthly and are due within 30 days.

SECTION 3. NON-AUDIT. Afton will not audit the financial statements of the Organization and any other entities providing financial information, and Afton will not perform an audit, review, or compilation of historical or prospective financial information. Accordingly, Afton will not express an opinion or any other form of assurance on the historical or prospective information, and, therefore, Afton assumes no responsibility for the accuracy of the information that has been and will be provided by the Organization or any other entities for the express purpose of performing this review, including Afton's findings and our recommendations.

SECTION 4. CHANGE IN SCOPE OF PROJECT. Any expansion or modification of the project will require written approval of Contractor and the Organization. Pending receipt of written approval, Contractor may, at its discretion, take reasonable action and expend reasonable amounts of time and money based on written approval of an expansion or modification from the designated representative of the Organization. The Organization will be responsible for payment for such action, time, and expenses, as communicated by the Contractor upon mutual agreement to the change in scope.

SECTION 5. PROJECT DELAYS & TERMINATION. Delays of more than 45 days render the project Agreement and this contract null and void with no further penalties to either party. Afton or the Organization may end this contract by giving 30 days written notice via delivery-confirmed electronic mail. Such notice may be given at any time for any reason, with or without cause. Termination of this Agreement will not affect the obligations of either party arising out of events or circumstances occurring prior to such termination.

If termination is other than by reason of material breach by Contractor, Organization will pay the Contractor fees for work then in progress. Organization will pay undisputed fees within 30 days after the later of receiving the Contractor's invoice or the effective date of termination.

SECTION 6. COMPLETION DATES. Except where deadlines are expressly stated to be "firm," completion dates are estimates based on the information available to Contractor.

AFTON

SECTION 7. STAFFING. Contractor will restrict commitments to other clients to the extent necessary to meet the hours estimated in this proposal. Contractor shall not be deemed to be an employee of the Organization on account of the work done on the project. Contractor understands that Contractor is not eligible to participate in any employee pension, health, vacation pay, sick pay, or other fringe benefit plan of the Organization. The Organization shall not obtain workers' compensation insurance on behalf of Contractor. The Organization shall make no state or federal unemployment compensation payments on behalf of Contractor. Contractor will not be entitled to these benefits in connection with work performed under this Agreement. If Contractor files a petition for and receives unemployment compensation, the total amount of unemployment compensation awarded to and received by Contractor shall be deducted from and be an offset against the amount of compensation due and payable to Contractor by the Organization under this Agreement. This Agreement does not create a partnership relationship. Under no circumstances does Contractor have the authority to enter into contracts on the Organization's behalf or create any liability for the Organization.

SECTION 8. NON-EMPLOYMENT STATUS. The parties agree that Contractor shall not be deemed to be an employee of the Organization or any of its affiliates or contractors. In its capacity as an independent contractor, Contractor agrees to and represents the following: (a) Contractor has the right and does fully intend to perform services for the Organization during the term of this Agreement; (b) Contractor has the right to perform the services required by this Agreement at any place or location and at such times as Contractor may determine, except as required by the Organization for weekly meetings, travel, or specific circumstances as may arise, (c) Contractor shall not receive any training from the Organization in the professional skills necessary to perform the services required by this Agreement; and (d) Contractor shall not be required by the Organization to devote full time to the performance of the services required by this Agreement.

SECTION 9. ACCESS TO THE CLIENT'S STAFF AND PARTNERS. The Organization will provide Contractor with reasonable access to the Organization's staff, partners and resources as needed to perform the services needed to timely complete the project.

SECTION 10. PROPRIETARY MATERIALS. Contractor warrants that its work product will not violate any existing copyright or trademark. The Organization warrants that material provided for the project will not violate any existing copyright or trademark. Prior to payment in full, Contractor will own the copyright on all materials developed by Contractor during the project. Upon payment in full of all fees and expenses, the Organization will own the copyright. Contractor will have a perpetual, irrevocable, royalty-free license to use such materials not specific to the Organization's product in its business. The Organization will provide Contractor with one copy of the final work product.

SECTION 11. CONFIDENTIAL INFORMATION. In the performance of services, Contractor may have access to or will receive certain information that is not generally known to others ("Confidential Information").

Contractor shall not use or disclose any Confidential Information or other materials generated as part of this Agreement ("work product") without the prior written consent of the Organization. Contractor shall use the same standard of care in the protection of the Confidential Information of the Organization as the Contractor uses to protect its own confidential information, but in any event, such Confidential Information shall be protected in at least a commercially acceptable manner.

SECTION 12. ARBITRATION. Any unresolved dispute arising out of a claimed violation of this Agreement will be submitted to binding arbitration before a single arbitrator selected by the Organization and Contractor. If an arbitrator has not been selected within ten (10) days of receipt of written demand for arbitration, the dispute will be submitted to, and decided by, a single arbitrator under the then current Commercial Arbitration rules of the American Arbitration Association. All arbitration proceedings will be conducted in Arlington, VA. Costs and expenses of such arbitration will be awarded to the prevailing party. Any award the Arbitrator makes may be converted into a judgment pursuant to Virginia law.

SECTION 13. INDEMNIFICATION. The Organization agrees to indemnify and hold harmless each of Contractor, its employees, agents, representatives, and subcontractors and their respective personnel (each, an "Indemnified Party" and collectively, the "Indemnified Parties") against any and all losses, claims, damages, liabilities, penalties, obligations and expenses, including the costs for counsel or others (including employees of Contractor, based on their then current hourly billing rates) in investigating, preparing or defending any action or claim, whether or not in connection with litigation in which any Indemnified Party is a party, when incurred, caused by, relating to, based upon or arising out of (directly or indirectly) the Indemnified Parties' acceptance of or the performance or nonperformance of their obligations under this Agreement. Contractor shall, at all times, indemnify and hold harmless the Organization, its officers, directors, employees, agents, counsel and advisors in connection with: (i) all losses imposed or sought to be imposed upon the Organization caused by, arising from or related to negligent or malicious acts or omissions of the Contractor, its employees, agents, representatives, and subcontractors and their respective personnel (ii) all losses imposed or sought to be imposed upon the Organization to pay any withholding taxes, Social Security, unemployment or disability insurance, employee benefits or similar items, including interest and penalties thereon, in connection with claims therefor made against the Organization by any governmental entity, regulatory authority or third party, and (iii) any work related, or allegedly work related, disability of any person through whom Contractor performs services or Work for the Organization, The provisions of Sections 13 and 14 hereof shall apply to the fullest extent of the law, whether in contract, statute, tort (such as negligence), or otherwise. Termination of this engagement shall not affect these indemnification provisions, which shall remain in full force and effect.

SECTION 14. DAMAGE EXCLUSION AND LIMITS. Contractor's liability arising out of this Agreement, whether in contract, tort, or otherwise, shall not exceed the total of the amounts which the Organization has paid to Contractor under this Agreement.

AFTON

SECTION 15. ACCURACY AND COMPLETENESS. Contractor makes no representation regarding the accuracy and completeness of information received from any sources. Because Contractor will be acting as an independent consultant, Contractor's reports and advice will be objective and impartial. The Organization and Contractor acknowledge that no reliance for the purposes of litigation shall be placed on draft reports, analyses, conclusions, recommendations, or advice, whether oral or written, issued by Contractor as the same may be subject to further work, revision and other factors which may result in such drafts being substantially different from any final report or advice issued.

SECTION 16. WARRANTY OF AUTHORITY. Each individual signing in a representative capacity warrant that he or she has the power and authority to sign on behalf of the party in whose behalf he or she is signing, that such signature alone is binding on such party, and that the execution of this document has been duly authorized by such party.

SECTION 17. AMENDMENT TO AGREEMENT. This agreement may be amended, modified, or supplemented only by written agreement of Contractor and the Organization.

AGREED AND ACCEPTED

Voices College-Bound Language Academies	**Afton Partners LLC**
Signed: Aldo Ramirez (Docusigned by: 1322133C3C50461...)	Signed: Carrie Stewart (Docusigned by: 0B47FDAD03E8404...)
Name: Aldo Ramirez	Name: Carrie Stewart
Date: 1/23/2026 | 15:13 PST	Date: 1/13/2026 | 13:39 CST

Invoicing Instructions: Email: jmata@voicescharterschool.com

Coversheet

Approve the 2026-2027 Academic Calendars

Section:	III. Board Business
Item:	A. Approve the 2026-2027 Academic Calendars
Purpose:	Vote
Submitted by:	
Related Material:	2026-27 School Year Calendar - Voices Morgan Hill.pdf 2026-27 School Year Calendar - Voices Stockton.pdf 2026-27 School Year Calendar - Voices Mt. Pleasant.pdf 2026-27 School Year Calendar - Voices Flagship.pdf 2026-27 School Year Calendar - Voices West Contra Costa.pdf

2026-2027 School Calendar

DATE	EVENT/HOLIDAY	NOTES
10 Aug 2026	First Day of School	
See color-coding	Half Days (end 12:30pm)	
7 Sept 2026	Labor Day	No School
8 Sept 2026	Staff Development Day	No School
21 Sept 2026	Staff Wellness Day	No School
9 Oct 2026	Fall Break - Extended Weeker	No School
12 Oct 2026	Indigineous People's Day	No School
6 Nov 2026	Trimester 1 Ends	
9 Nov 2026	Veteran's Day Observed	No School
19-20 Nov 2026	Parent Teacher Conferences	No School *Trimester 1 Ends - Nov 6*
23-27 Nov 2026	Thanksgiving Break	No School
21-31 Dec 2026		
1 Jan 2027	Holiday Break	No School
4-8 Jan 2027	Holiday Break	No School
18 Jan 2027	Martin Luther King Jr. Day	No School
15-19 Feb 2027	President's Day + February Bi	No School
5 Mar 2027	Trimester 2 Ends	
11-12 March 2027	Parent Teacher Conferences	No School *Trimester 2 Ends - March 5*
29 March 2027	Cesar Chavez Day	No School
30-31 March 2027		
1-2 April 2027	Spring Break	No School
19 April 2027	Staff Development Day	No School
10 May 2027	Staff Wellness Day	No School
31 May 2027	Memorial Day	No School
10 Jun 2027	Last Day of School	*Trimester 3 Ends - June 4*

August 2026

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September 2026

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November 2026

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February 2027

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March 2027

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June 2027

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29 March 2027	Cesar Chavez Day	No School
19 April 2027	Staff Development Day	No School
10 May 2027	Staff Wellness Day	No School
31 May 2027	Memorial Day	No School
11 Jun 2027	Last Day of School for Stockton	*Trimester 3 Ends - June 4*

August 2026

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31 May 2027	Memorial Day	No School
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August 2026

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November 2026

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August 2026

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October 2026

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November 2026

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December 2026

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28	29	30	31			

April 2027

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2027

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Coversheet

Approve 2026-2027 Instructional Minutes for Voices Flagship, Morgan Hill, Mount Pleasant, Stockton and West Contra Costa

Section: III. Board Business
Item: B. Approve 2026-2027 Instructional Minutes for Voices Flagship, Morgan Hill, Mount Pleasant, Stockton and West Contra Costa
Purpose: Vote
Submitted by:
Related Material:
2026-27 School Year Calendar - Voices Mt. Pleasant_Inst. Min. Calc.pdf
2026-27 School Year Calendar - Voices Morgan Hill_Inst. Min. Calc.pdf
2026-27 School Year Calendar - Voices Stockton_Inst. Min. Calc.pdf
2026-27 School Year Calendar - Voices West Contra Costa_Inst. Min. Calc.pdf
2026-27 School Year Calendar - Voices Flagship_Inst. Min. Calc.pdf

Instructional Time Verification Calculations

Voices College-Bound Language Academies Schools: West Contra Costa, Stockton, Mt. Pleasant

2026-27

	TK	Kinder	1st	2 to 3	4 to 5	6 to 8
Regular Days: Total Daily Minutes						
Daily Start	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM
Subtotal Minutes	480	480	480	480	480	480
Non-Instructional Minutes						
Quiet Time/Regulation Time	60	0	0	0	0	0
Recess	30	30	30	30	30	30
Lunch	30	30	30	30	30	30
Enrichment	60	60	60	60	60	60
Subtotal Non-Instructional Minutes	180	120	120	120	120	120
Subtotal Minutes Per Regular Day	300	360	360	360	360	360
Regular Days Per Year	131	131	131	131	131	131
Subtotal Annual Minutes on Regular Days	39,300	47,160	47,160	47,160	47,160	47,160

	TK	Kinder	1st	2 to 3	4 to 5	6 to 8
Minimum Days: Total Daily Minutes						
Daily Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End Time	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM
Subtotal Minutes	270	270	270	270	270	270
Non-Instructional Minutes						
Quiet Time/Regulation Time	15	0	0	0	0	0
Recess	15	15	15	15	15	15
Lunch	30	30	30	30	30	30
Subtotal Non-Instructional Minutes	60	45	45	45	45	45
Total Minutes Per Minimum Day	210	225	225	225	225	225
Minimum Days Per Year	44	44	44	44	44	44
Subtotal Annual Minutes on Minimum Days	9,240	9,900	9,900	9,900	9,900	9,900

2025-26

	TK	Kinder	1st	2 to 3	4 to 5	6 to 8
Total Annual Instructional Minutes	48,540	57,060	57,060	57,060	57,060	57,060
Required Minutes	36,000	36,000	50,400	50,400	54,000	54,000
Amount Above/(Below) Minimum	12,540	21,060	6,660	6,660	3,060	3,060
Days Above Minimum	26.125	43.875	13.875	13.875	6.375	6.375

updated 1.26.2026

Instructional Time Verification Calculations

Voices College-Bound Language Academies Schools: Flagship and Morgan Hill

2026-27

	TK	Kinder	1st	2 to 3	4 to 5	6 to 8
Regular Days: Total Daily Minutes						
Daily Start	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM
Subtotal Minutes	480	480	480	480	480	480
Non-Instructional Minutes						
Quiet Time/Regulation Time	60	0	0	0	0	0
Recess	30	30	30	30	30	30
Lunch	30	30	30	30	30	30
Enrichment	60	60	60	60	60	60
Subtotal Non-Instructional Minutes	180	120	120	120	120	120
Subtotal Minutes Per Regular Day	300	360	360	360	360	360
Regular Days Per Year	132	132	132	132	132	132
Subtotal Annual Minutes on Regular Days	39,600	47,520	47,520	47,520	47,520	47,520

	TK	Kinder	1st	2 to 3	4 to 5	6 to 8
Minimum Days: Total Daily Minutes						
Daily Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End Time	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM
Subtotal Minutes	270	270	270	270	270	270
Non-Instructional Minutes						
Quiet Time/Regulation Time	15	0	0	0	0	0
Recess	15	15	15	15	15	15
Lunch	30	30	30	30	30	30
Subtotal Non-Instructional Minutes	60	45	45	45	45	45
Total Minutes Per Minimum Day	210	225	225	225	225	225
Minimum Days Per Year	43	43	43	43	43	43
Subtotal Annual Minutes on Minimum Days	9,030	9,675	9,675	9,675	9,675	9,675

2025-26

	TK	Kinder	1st	2 to 3	4 to 5	6 to 8
Total Annual Instructional Minutes	48,630	57,195	57,195	57,195	57,195	57,195
Required Minutes	36,000	36,000	50,400	50,400	54,000	54,000
Amount Above/(Below) Minimum	12,630	21,195	6,795	6,795	3,195	3,195
Days Above Minimum	26.3125	44.15625	14.15625	14.15625	6.65625	6.65625

updated 1.26.2026

Instructional Time Verification Calculations

Voices College-Bound Language Academies Schools: West Contra Costa, Stockton, Mt. Pleasant

2026-27

	TK	Kinder	1st	2 to 3	4 to 5	6 to 8
Regular Days: Total Daily Minutes						
Daily Start	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM
Subtotal Minutes	480	480	480	480	480	480
Non-Instructional Minutes						
Quiet Time/Regulation Time	60	0	0	0	0	0
Recess	30	30	30	30	30	30
Lunch	30	30	30	30	30	30
Enrichment	60	60	60	60	60	60
Subtotal Non-Instructional Minutes	180	120	120	120	120	120
Subtotal Minutes Per Regular Day	300	360	360	360	360	360
Regular Days Per Year	131	131	131	131	131	131
Subtotal Annual Minutes on Regular Days	39,300	47,160	47,160	47,160	47,160	47,160

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Minimum Days: Total Daily Minutes						
Daily Start Time	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM	8:00 AM
Daily End Time	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM
Subtotal Minutes	270	270	270	270	270	270
Non-Instructional Minutes						
Quiet Time/Regulation Time	15	0	0	0	0	0
Recess	15	15	15	15	15	15
Lunch	30	30	30	30	30	30
Subtotal Non-Instructional Minutes	60	45	45	45	45	45
Total Minutes Per Minimum Day	210	225	225	225	225	225
Minimum Days Per Year	44	44	44	44	44	44
Subtotal Annual Minutes on Minimum Days	9,240	9,900	9,900	9,900	9,900	9,900

2025-26

	TK	Kinder	1st	2 to 3	4 to 5	6 to 8
Total Annual Instructional Minutes	48,540	57,060	57,060	57,060	57,060	57,060
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Amount Above/(Below) Minimum	12,540	21,060	6,660	6,660	3,060	3,060
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Instructional Time Verification Calculations

Voices College-Bound Language Academies Schools: West Contra Costa, Stockton, Mt. Pleasant

2026-27

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Non-Instructional Minutes						
Quiet Time/Regulation Time	60	0	0	0	0	0
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Lunch	30	30	30	30	30	30
Enrichment	60	60	60	60	60	60
Subtotal Non-Instructional Minutes	180	120	120	120	120	120
Subtotal Minutes Per Regular Day	300	360	360	360	360	360
Regular Days Per Year	131	131	131	131	131	131
Subtotal Annual Minutes on Regular Days	39,300	47,160	47,160	47,160	47,160	47,160

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Subtotal Minutes	270	270	270	270	270	270
Non-Instructional Minutes						
Quiet Time/Regulation Time	15	0	0	0	0	0
Recess	15	15	15	15	15	15
Lunch	30	30	30	30	30	30
Subtotal Non-Instructional Minutes	60	45	45	45	45	45
Total Minutes Per Minimum Day	210	225	225	225	225	225
Minimum Days Per Year	44	44	44	44	44	44
Subtotal Annual Minutes on Minimum Days	9,240	9,900	9,900	9,900	9,900	9,900

2025-26

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updated 1.26.2026

Instructional Time Verification Calculations

Voices College-Bound Language Academies Schools: Flagship and Morgan Hill

2026-27

	TK	Kinder	1st	2 to 3	4 to 5	6 to 8
Regular Days: Total Daily Minutes						
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Daily End	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM	4:00 PM
Subtotal Minutes	480	480	480	480	480	480
Non-Instructional Minutes						
Quiet Time/Regulation Time	60	0	0	0	0	0
Recess	30	30	30	30	30	30
Lunch	30	30	30	30	30	30
Enrichment	60	60	60	60	60	60
Subtotal Non-Instructional Minutes	180	120	120	120	120	120
Subtotal Minutes Per Regular Day	300	360	360	360	360	360
Regular Days Per Year	132	132	132	132	132	132
Subtotal Annual Minutes on Regular Days	39,600	47,520	47,520	47,520	47,520	47,520

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Daily End Time	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM	12:30 PM
Subtotal Minutes	270	270	270	270	270	270
Non-Instructional Minutes						
Quiet Time/Regulation Time	15	0	0	0	0	0
Recess	15	15	15	15	15	15
Lunch	30	30	30	30	30	30
Subtotal Non-Instructional Minutes	60	45	45	45	45	45
Total Minutes Per Minimum Day	210	225	225	225	225	225
Minimum Days Per Year	43	43	43	43	43	43
Subtotal Annual Minutes on Minimum Days	9,030	9,675	9,675	9,675	9,675	9,675

2025-26

	TK	Kinder	1st	2 to 3	4 to 5	6 to 8
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Required Minutes	36,000	36,000	50,400	50,400	54,000	54,000
Amount Above/(Below) Minimum	12,630	21,195	6,795	6,795	3,195	3,195
Days Above Minimum	26.3125	44.15625	14.15625	14.15625	6.65625	6.65625

updated 1.26.2026