



Charter Renewal Petition

Respectfully Submitted to the Trustees of the Franklin
McKinley Elementary School District

~~Revised and Re-submitted November 4, 2011~~

Submitted ~~September~~ December 13th, 2011, 2016

~~Expires Term of July 1, 2017~~ June- June 30, 2017/2022

~~Designated~~ Charter School #0846-

~~First Day of Operation, September 4, 2007~~

~~Expires June 30, 2012~~

Contents

<u>Introduction</u>	<u>8</u>
<u>Assurances and Declaration.....</u>	<u>10</u>
<u>Element 1: Educational Philosophy and Program</u>	<u>24</u>
<u>Element 2: Measurable Student Outcomes and Element 3: Methods of Measurement.....</u>	<u>80</u>
<u>Element 4: Governance.....</u>	<u>105</u>
<u>Element 5: Employee Qualifications</u>	<u>122</u>
<u>Element 6: Health and Safety Procedures</u>	<u>131</u>
<u>Element 7: Means to Achieve Racial and Ethnic Balance.....</u>	<u>138</u>
<u>Element 8: Admission Requirements</u>	<u>141</u>
<u>Element 9: Annual Independent Financial Audits.....</u>	<u>145</u>
<u>Element 10: Suspension and Expulsion Procedures.....</u>	<u>148</u>
<u>Element 11: Retirement Systems.....</u>	<u>185</u>
<u>Element 12: Public School Attendance Alternative</u>	<u>187</u>
<u>Element 13: Employee Rights to Return</u>	<u>188</u>
<u>Element 14: Dispute Resolution Procedures</u>	<u>190</u>
<u>Element 15: Closure Protocol.....</u>	<u>193</u>
<u>Miscellaneous Charter Provisions</u>	<u>196</u>
<u>Introduction</u>	<u>4</u>
<u>Assurances and Declaration.....</u>	<u>5</u>
<u>Element 1: Educational Philosophy and Program</u>	<u>15</u>
<u>Element 2: Measurable Student Outcomes and Element 3: Methods of Measurement.....</u>	<u>60</u>
<u>Element 4: Governance.....</u>	<u>77</u>
<u>Element 5: Employee Qualifications</u>	<u>90</u>
<u>Element 6: Health and Safety Procedures</u>	<u>94</u>

Element 7: Means to Achieve Racial and Ethnic Balance.....	98
Element 8: Admission Requirements	99
Element 9: Annual Independent Financial Audits.....	102
Element 10: Suspension and Expulsion Procedures.....	103
Element 11: Retirement Systems.....	121
Element 12: Public School Attendance Alternative	122
Element 13: Employee Rights to Return	123
Element 14: Dispute Resolution Procedures	124
Element 15: Closure Protocol.....	125
Miscellaneous Charter Provisions	128
Potential Civil Liability Effects:.....	134
Appendix 1	136
Introduction	4
Assurances and Declaration.....	5
Element 1: Educational Philosophy and Program	16
Element 2: Measurable Student Outcomes and Element 3: Methods of Measurement.....	61
Element 4: Governance.....	78
Element 5: Employee Qualifications	91
Element 6: Health and Safety Procedures	95
Element 9: Annual Independent Financial Audits.....	103
Element 10: Suspension and Expulsion Procedures.....	104
Element 12: Public School Attendance Alternative	124
Element 14: Dispute Resolution Procedures	126
Element 15: Closure Protocol.....	128

Table of Contents

Appendix:

<u>A. Performance Report</u>	
<u>B. CDE DataQuest/CAASPP Reports</u>	
<u>C. Academic Rigor at Voices</u>	
<u>D. Sample ELD Lesson Plan</u>	
<u>E. 90-90-90 Summary</u>	
<u>F. Sample UbD Unit</u>	
<u>G. Sample School Calendar</u>	
<u>H. Sample Instructional Minutes</u>	
<u>I. Sample Bell Schedule</u>	
<u>J. Sample Backwards Map</u>	
<u>K. Sample SIOP Lesson Plan</u>	
<u>L. Sample Teacher Summer PD Calendar</u>	
<u>M. Sample Pacing Guide (Monthly Plans)</u>	
<u>N. Sample Big Goals</u>	
<u>O. Best Practices</u>	
<u>P. Response to Intervention Pyramid</u>	
<u>Q. SELPA Procedural Manual</u>	
<u>R. SELPA Policies and Administrative Regulations Manual</u>	
<u>S. Civic report Card</u>	
<u>T. Sample Assessment Calendar</u>	
<u>U. Articles of Incorporation, Bylaws, and Conflict of Interest Code</u>	
<u>V. CMO Services Summary</u>	
<u>W. Parent Agreement</u>	
<u>X. Sample Family Handbook</u>	
<u>Y. Sample Events Calendar</u>	
<u>Z. Key Job Descriptions</u>	
<u>AA. Teacher Commitment of Excellence Form</u>	
<u>AB. Audited Financial Statement for Fiscal Year 15-16</u>	
• <u>Summary Financial Projections for five years including FY 16/17 board approved budget</u>	
• <u>Detailed revenue and expenditures for five years including FY 16/17 board approved budget</u>	
<u>AC. Insurance Policy for Fiscal year 2016-17</u>	
<u>AE. LCAP</u>	

Formatted: Indent: Left: 0.44", Right: 2.49", Space Before: 3.6 pt, Line spacing: single

Formatted: TOC 3, Line spacing: single, Tab stops: 1.06", Left + 6.06", Left, Leader: ...

❖ Public School Attendance Alternatives	44
❖ Suspension/Expulsion Procedures.....	44
Financial Planning, Reporting, and Accountability	57
❖ Financial Position	57
❖ Budgeting	57
❖ Financial Reporting	59
❖ Insurance	60
❖ Administrative Services	60
❖ Facilities	61
❖ Transportation	62
❖ Audits	62
❖ Closure Protocol	63
Impact on the Charter Authorizer	66
❖ Potential Civil Liability Effects.....	66
❖ Supervisory Oversight Fee	66
❖ District Services	67
❖ Miscellaneous Clauses	67

Appendices

Performance Report	A
Curriculum Guide	B
Sample SIOP Lesson Plan	C
Sample ELD Lesson Plan	D
Academic Intervention Process	E
Summary of Thomas & Collier's Conclusions	F
First Grade Spring Interim Math Assessment	G
Assessment Analysis	H
Power Standards	I
Sample Backwards Map	J
Bylaws	K
Articles of Incorporation	L
2010-2011 Trustees	M
Community Complaint Policy	N
Events calendar	O
Teacher Commitment to Excellence Form	P
Principal Job Description	Q
Budget	R

Four-Year Operating Budget including:

Table 1: funding sources anticipated to be available to the school for the fiscal year of the MOU and the three subsequent fiscal years

Table 2: anticipated expenditures for the fiscal year of the MOU and the three subsequent fiscal years

Detailed Cash Flow Budget

Voices Audited Financial Statements for 2009-2010

Voices insurance policy for fiscal year 2011/12

129/139/20161

Keith NguyenJohn Lindner
Board President
Franklin-McKinley School District
645 Wool Creek Drive
San Jose, CA 95112

Dear Mr. NguyenLindner:

A renewal petition for Voices College-Bound Language Academy ("Voices Academy" or the "Charter School") is enclosed. The petition contains all ~~compulsory~~ required elements and demonstrates that Voices College-Bound Language Academy meets and exceeds the statutory renewal criteria. ~~The Charter Schools Act ("Act") provides that a charter petition must be granted by a chartering authority, so long as it contains all required elements and affirmations specified in the Act. (Education Code Section 47605(b).)~~

We ~~herby~~hereby submit the petition and request that the staff and governing board of the Franklin-McKinley School District ("FMSD or the "District") review and grant the charter renewal pursuant to the process and timelines specified in Education Code Sections 47607 and 47605. We look forward to continuing the eCharter sSchool and educational program and the positive and lasting partnership between the eCharter sSchool and the dDistrict.

Current law specifies that the charter-granting entity should be guided by ~~l~~Legislative intent, which encourages the establishment of charter schools. Additionally, Education Code Section 47605(b) states, "the governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings...":

- "The charter school presents an unsound educational program..."
- "The petitioners are demonstrably unlikely to successfully implement the program..."
- The petition does not contain the number of signatures required...
- "The petition does not contain an affirmation of each of the conditions described..."
- "The petition does not contain reasonably comprehensive descriptions of the required ~~16~~ 15 elements."
- ~~The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.~~

We look forward to the public hearing and ~~approval~~renewal process. We understand that an initial public hearing of this charter petition will be held by ~~October 28, 2011~~January 13, 2017 - and that a decision to grant or deny the charter will occur by ~~December 9, 2011~~February 13, 2017 as required by the Charter Schools Act. Please do not hesitate to contact me if you or any other board members have any ~~remaining~~ questions or concerns. We would be pleased to meet with you or any other board member to resolve or answer any outstanding questions or concerns prior to the hearing.

Thank you for your support,

Frances Teso

| ~~Foundering Principal~~ and CEO

Narrative Introduction

Voices College-Bound Language Academy is located within the boundaries of the Franklin-McKinley Elementary School District (~~FMSD~~) in San Jose, California. It was the first charter school approved by FMSD in March 2006 and renewed for an additional five year term in 2011.

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishes a performance contract detailing the charter school's mission, program, goals, students served, methods of assessment, and ways to measure success. The length of time for which charters are granted in California is five years. At the end of the term, the entity granting the charter may renew the charter school's charter. ~~They~~ The charters schools are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose them and the public that funds them (see Performance Report in Appendix A).

~~Voices Academy's facilities are on the campus of Hellyer Elementary, a traditional public school. Voices Academy is site-based and opened in the fall of 2007 with kindergarten and first grade and has increased by one grade each school year, until reaching 8th grade in 2015. Voices will continue to grow through eighth grade. Classes are currently taught in modular portables. In 2010, Voices College-Bound Language Academy was awarded a facility construction grant with a matching loan amount to build a permanent facility, that will house the K—8 school. This award is currently unfunded and the distribution is contingent upon the State of California sale of facility bonds. In 2014 the funds became available and the facility was built to house the full K-8 program (co-located on the Hellyer School site).~~

Voices Academy ~~is unique in that it is one of a few~~ is a dual-language charter school ~~s in California.~~ Both English and Spanish speaking students learn mostly in Spanish the first few years of school and then switch progressively more to English, resulting in bilingual students who achieve at high levels. Latino, Spanish speaking students make up the majority of the student population. A large percentage of the students receive free or reduced lunch benefits. These demographics are representative of the neighborhood in which we are located. The Voices Academy community has remained stable, with little turnover.

Parents are provided with opportunities to learn how to best support the success of their children. ~~Most recently we have implemented~~ Recent examples include an ESL program and computer safety classes, the Latino Family Literacy Project and the PIQE program. Voices Academy has provided child care for ~~parents participating in these parent participation programs.~~ The Communities Organizing Resources to Advance Learning ("CORAL") after school program has also ~~joined been part of~~ joined our community. ~~Immediately the~~ The program has always been ~~was~~ filled to capacity, and it currently maintains a healthy waiting list.

Voices Academy is self-sustaining on public school dollars and is funded through a variety

of channels. Charter Funded Revenues include a ~~state and local~~ Local Control Funding Formula ("LCFF") allocation, state lottery funds, Federal and (IDEA) and state SPED funding, Child Nutrition, and federal title funds (Title I, Title II, Title III), ~~General Purpose Entitlement Block Grant, Charter Schools Categorical Block Grant, and General Purpose Entitlement—In Lieu of Property Taxes.~~ Other revenue includes funds from Title I, Title II, Title III, Child Nutrition, California Lottery, and CSR.

Assurances and Declaration

Voices College-Bound Language Academy—~~Charter School~~, located at ~~4075 Sacramento~~ 715 Hellyer Ave., San Jose, CA. will comply with all applicable laws including but not limited to the following:

1. Voices College-Bound Language Academy ~~will~~ shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
2. Voices College-Bound Language Academy shall not charge tuition, ~~or fees, for educational activities.~~ [Ref. Education Code Section 47605(d)(1)]
3. Voices College-Bound Language Academy shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics. [Ref. Education Code Section 47605(d)(1)]
4. Voices College-Bound Language Academy ~~will~~ shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
5. Voices College-Bound Language Academy ~~ies~~ declares that it shall ~~will~~ be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)(A)]
6. Voices College-Bound Language Academy ~~will~~ shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
7. Voices College-Bound Language Academy ~~will~~ shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter

School in accordance with Education Code Section 47605(d)(2)(C). [~~Ref.~~
Education Code Section 47605(d)(A)-(C)]

~~7.8.~~ Voices College-Bound Language Academy will-shall adhere to all provisions of ~~F~~federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (~~IDEIA~~) and the Individuals with Disabilities in-Education Improvement Act of 2004 ("IDEA").

~~8.9.~~ Voices College-Bound Language Academy will-shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools ~~are-is~~ required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [~~Ref.~~ California Education Code Section 47605(I)]

~~9.10.~~ Voices College-Bound Language Academy will-shall at all times maintain all necessary and appropriate insurance coverage.

~~10. Nothing contained herein will be construed so as to require the Franklin-McKinley School District School Board to take any action contrary to law.~~

11. Voices College-Bound Language Academy shall comply with the Ralph M. Brown Act.

12. Voices College-Bound Language Academy shall comply with the ~~Political Reform~~Political Reform Act.

13. The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

No Child Left Behind Act.

~~13.14.~~ The Charter School shall comply with the Public Records Act.

~~14.15.~~ The Charter School shall comply with the Family Educational Rights and Privacy Act.

~~15.16.~~ The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

~~16.17.~~ If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [~~Ref.~~ California Education Code Section 47605(d)(3)]

~~17.~~18. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. ~~California~~ Education Code Section 47612.5(a)(2)]

~~18.~~19. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. ~~California~~ Education Code Section 47605(c)]

~~19.~~20. The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. ~~California~~ Education Code Section 47605- and 47605.1]

~~20.~~21. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. ~~California~~ Education Code Section 47612(b), and 47610]

~~21.~~22. The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

~~22. Voices College Bound Language Academy embraces Section 47601 of the Education Code which establishes the intent of the Legislature to establish and maintain charter schools as a method to accomplish all of the following:~~

- ~~• Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.~~
- ~~• Improve pupil learning.~~
- ~~• Encourage the use of different and innovative teaching methods.~~
- ~~• Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.~~
- ~~• Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.~~
- ~~• Hold charter schools accountable for meeting measurable pupil outcomes, and provide schools with a method to change from rule-based to performance-based accountability systems.~~
- ~~• Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.~~

~~23. Voices College Bound Language Academy will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.~~

Authorized Representative Signature

Title

Date



|

|

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The Charter school meets the criteria of Education Code Sections 47607(b)(1)-(3) because it attained its API growth target in the most recent year (2013) schoolwide and for all subgroups, ranked in decile 9 on the API in the most recent year (2013), and ranked in decile 10 on the API for a demographically comparable school in the most recent year (2013). Please see Appendix A.

As indicated below with 2016 CAASPP comparison data, the Charter School also meets the criteria of Education Code Section 47607(b)(4).

(See also Appendix —B: CDE DataQuest/CAASPP Reports.)

Comparison to Public Schools that Charter School Pupils Would Otherwise Attend

<u>2016 CAASPP Results</u> <u>Percentage of Students Meeting or Exceeding Standards</u>		
	<u>ELA %</u>	<u>Mathematics %</u>
<u>Voices Charter School</u>	<u>64%</u>	<u>41%</u>

<u>Donald J. Meyer Elementary School</u>	<u>26</u>	<u>25</u>
<u>O. S. Hubbard Elementary School</u>	<u>34</u>	<u>31</u>
<u>Horace Cureton Elementary School</u>	<u>38</u>	<u>19</u>
<u>Linda Vista Elementary School</u>	<u>40</u>	<u>33</u>
<u>Cesar Chavez Elementary School</u>	<u>25</u>	<u>24</u>
<u>Clyde Arbuckle Elementary School</u>	<u>19</u>	<u>14</u>
<u>Thomas P. Ryan Elementary School</u>	<u>33</u>	<u>19</u>
<u>Anthony P. Russo Academy</u>	<u>43</u>	<u>37</u>
<u>Summerdale Elementary School</u>	<u>54</u>	<u>55</u>
<u>Vinci Park Elementary School</u>	<u>57</u>	<u>47</u>
<u>Fammatre Elementary School</u> <u>School Comparison School</u>	<u>60</u>	<u>48</u>
<u>Blackford Elementary School</u>	<u>35</u>	<u>22</u>
<u>Lynhaven Elementary School</u>	<u>38</u>	<u>35</u>
<u>John J. Montgomery Elementary School</u>	<u>35</u>	<u>29</u>
<u>Cadwallader Elementary School</u>	<u>66</u>	<u>66</u>
<u>Dove Hill Elementary School</u>	<u>42</u>	<u>42</u>
<u>Katherine R. Smith Elementary School</u>	<u>19</u>	<u>12</u>
<u>Cedar Grove Elementary School</u>	<u>50</u>	<u>38</u>
<u>Holly Oak Elementary School</u>	<u>44</u>	<u>39</u>
<u>Millbrook Elementary School</u>	<u>65</u>	<u>59</u>
<u>Norwood Creek Elementary School</u>	<u>64</u>	<u>61</u>
<u>McKinley Elementary School</u>	<u>23</u>	<u>17</u>
<u>Robert F. Kennedy Elementary School</u>	<u>46</u>	<u>36</u>
<u>Santee Elementary School</u>	<u>30</u>	<u>31</u>
<u>Franklin Elementary School</u>	<u>54</u>	<u>48</u>
<u>Jeanne R. Meadows School</u>	<u>52</u>	<u>45</u>

<u>Daniel Lairon Elementary School</u> Comparison School	<u>31</u>	<u>13</u>
<u>Shirakawa Elementary School</u> Comparison School	<u>60</u>	<u>53</u>
<u>Stonegate Elementary School</u> Comparison School	<u>51</u>	<u>47</u>
<u>Captain Jason M. Dahl Elementary School</u> Comparison School	<u>34</u>	<u>30</u>
<u>G. W. Hellyer Elementary School</u>	<u>60</u>	<u>53</u>
<u>Ramblewood Elmentary School</u>	<u>53</u>	<u>54</u>
<u>Windmill Springs Elementary School</u>	<u>53</u>	<u>46</u>
<u>Los Arboles Elementary School</u>	<u>31</u>	<u>41</u>
<u>Eliot Elementary School</u>	<u>34</u>	<u>32</u>
<u>Luigi Aprea Elementary School</u>	<u>60</u>	<u>56</u>
<u>Las Animas Elmentary School</u>	<u>50</u>	<u>38</u>
<u>Rucker Elementary School</u>	<u>41</u>	<u>38</u>
<u>Antonio De Buono Elementary School</u>	<u>35</u>	<u>30</u>
<u>Daves Avenue Elementary</u>	<u>77</u>	<u>78</u>
<u>Nordstrom Elementary School</u>	<u>76</u>	<u>67</u>
<u>P. A. Walsh Elementary School</u>	<u>28</u>	<u>19</u>
<u>Paradise Valley/Machado Elementary School</u>	<u>66</u>	<u>64</u>
<u>Barrett Elementary School</u>	<u>42</u>	<u>26</u>
<u>Los Paseos Elementary School</u>	<u>51</u>	<u>49</u>
<u>Mt. Pleasant Elementary School</u>	<u>42</u>	<u>33</u>
<u>Santa Teresa Elementary School</u>	<u>69</u>	<u>57</u>
<u>Taylor Elementary School</u>	<u>60</u>	<u>56</u>
<u>Anderson Elementary School</u>	<u>40</u>	<u>35</u>
<u>Baldwin Elementary School</u>	<u>37</u>	<u>38</u>

<u>Ledesma Elementary School</u>	<u>67</u>	<u>64</u>
<u>Christopher Elementary School</u>	<u>29</u>	<u>24</u>
<u>Glider Elementary School</u>	<u>57</u>	<u>50</u>
<u>Edenvale Elementary School</u>	<u>23</u>	<u>17</u>
<u>Hayes Elementary School</u>	<u>50</u>	<u>35</u>
<u>Parkview Elementary School</u>	<u>56</u>	<u>49</u>
<u>Stipe Elementary School</u>	<u>26</u>	<u>29</u>
<u>Frost Elementary School</u>	<u>52</u>	<u>32</u>
<u>Miner Elementary School</u>	<u>30</u>	<u>24</u>
<u>Del Roble Elementary School</u>	<u>39</u>	<u>32</u>
<u>Orchard Elementary School</u>	<u>48</u>	<u>44</u>
<u>Don Callejon School</u>	<u>58</u>	<u>55</u>
<u>Gardner Elementary School</u>	<u>21</u>	<u>10</u>
<u>Lowell Elementary School</u>	<u>32</u>	<u>22</u>
<u>Merritt Trace Elementary School</u>	<u>39</u>	<u>33</u>
<u>Rachel Carson Elementary School</u>	<u>64</u>	<u>49</u>
<u>Terrell Elementary School</u>	<u>48</u>	<u>32</u>
<u>Reed Elementary School</u>	<u>69</u>	<u>63</u>
<u>Empire Garden Elementary School</u>	<u>33</u>	<u>13</u>
<u>Grant Elementary School</u>	<u>26</u>	<u>19</u>
<u>Horace Mann Elementary School</u>	<u>33</u>	<u>16</u>
<u>Washington Elementary School</u>	<u>36</u>	<u>28</u>
<u>Schallenberger Elementary School</u>	<u>57</u>	<u>52</u>
<u>Almaden Elementary School</u>	<u>41</u>	<u>22</u>
<u>Lietz Elementary School</u>	<u>67</u>	<u>67</u>
<u>Carlton Elementary School</u>	<u>81</u>	<u>76</u>

<u>Clyde L. Fischer Middle School</u>	<u>34</u>	<u>24</u>
<u>Joseph George Middle School</u>	<u>37</u>	<u>22</u>
<u>Lee Mathson Middle School</u>	<u>22</u>	<u>11</u>
<u>Ocala Middle School</u>	<u>36</u>	<u>26</u>
<u>William Sheppard Middle School</u>	<u>41</u>	<u>28</u>
<u>Piedmont Middle School</u>	<u>53</u>	<u>45</u>
<u>Price Charter Middle School</u>	<u>72</u>	<u>53</u>
<u>Campbell Middle School</u>	<u>29</u>	<u>21</u>
<u>Monroe Middle School</u>	<u>41</u>	<u>29</u>
<u>Chaboya Middle School</u>	<u>84</u>	<u>83</u>
<u>George V. Leyva Intermediate School</u>	<u>38</u>	<u>31</u>
<u>Quimby Oak Middle School</u>	<u>68</u>	<u>63</u>
<u>Bridges Academies</u>	<u>37</u>	<u>22</u>
<u>Stone Gate Elementary School</u>	<u>51</u>	<u>47</u>
<u>Sylvandale Middle School</u>	<u>45</u>	<u>32</u>
<u>Brownell Middle School</u>	<u>57</u>	<u>46</u>
<u>Solorsano Middle School</u>	<u>55</u>	<u>43</u>
<u>South Valley Middle School</u>	<u>42</u>	<u>40</u>
<u>Lewis H. Britton Middle School</u>	<u>43</u>	<u>38</u>
<u>Martin Murphy Middle School</u>	<u>46</u>	<u>40</u>
<u>August Boeger Middle School</u>	<u>36</u>	<u>20</u>
<u>Bernal Intermediate School</u>	<u>60</u>	<u>55</u>
<u>Davis Intermediate School</u>	<u>44</u>	<u>27</u>
<u>Herman Intermediate School</u>	<u>60</u>	<u>47</u>
<u>Herbert Hoover Middle School</u>	<u>33</u>	<u>23</u>
<u>John Muir Middle School</u>	<u>46</u>	<u>33</u>

<u>Peter Burnett Middle School</u>	<u>37</u>	<u>13</u>
<u>Willow Glen Middle School</u>	<u>56</u>	<u>40</u>
<u>Castillero Middle School</u>	<u>62</u>	<u>51</u>
<u>Dartmouth Middle School</u>	<u>74</u>	<u>69</u>
<u>Union Middle School</u>	<u>80</u>	<u>73</u>

Comparison to Demographically Similar Schools in the District

<u>2016 CAASPP Results</u> <u>Percentage of Students Meeting or Exceeding Standards</u>		
	<u>ELA %</u>	<u>Mathematics %</u>
<u>Charter School</u>	<u>64%</u>	<u>41%</u>
<u>Comparison School</u> McKinley	<u>23</u>	<u>17</u>
<u>Los Arboles Literacy and Technology Academy</u>	<u>31</u>	<u>41</u>
<u>Santee</u>	<u>30</u>	<u>31</u>
<u>Larion College Preparatory Academy</u>	<u>31</u>	<u>24</u>
<u>Comparison School</u> College-Connection	<u>78</u>	<u>64</u>
<u>Captain Jason M. Dahl</u> Comparison School	<u>34</u>	<u>30</u>
<u>Comparison School</u> Bridges	<u>37</u>	<u>22</u>
<u>Robert F. Comparison School</u> Kennedy	<u>46</u>	<u>36</u>
<u>Sylvandale Middle</u>	<u>45</u>	<u>32</u>

Use of Alternative Measures & Increases in Pupil Academic Achievement Pursuant to Education Code Section 52052(e)(4) and Education Code Section 47607(a)(3)

Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or

- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

As indicated below with 2015 and 2016 CAASPP data, the Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups, as allowed by Education Code Section 52052(e)(4)(C).

Additionally, Education Code Section 47607(a)(3) requires the authorizer to consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as numerically significant pupil subgroups) as the most important factor in determining whether to grant a charter renewal.

<u>CAASPP — ELA</u> <u>Percentage of Students Meeting or Exceeding Standards</u> <u>Percent Change from 2015 to 2016</u>			
	<u>2015</u>	<u>2016</u>	<u>Percent Change</u>
<u>All Students</u>	<u>54%</u>	<u>64%</u>	<u>+10%</u>
<u>Students with Disability</u>	<u>24%</u>	<u>36%</u>	<u>+12%</u>
<u>Economically Disadvantaged</u>	<u>51%</u>	<u>61%</u>	<u>+10%</u>
<u>English Learner</u>	<u>24%</u>	<u>35%</u>	<u>+11%</u>
<u>Hispanic/Latino</u>	<u>53%</u>	<u>62%</u>	<u>+9%</u>

<u>CAASPP — Mathematics</u> <u>Percentage of Students Meeting or Exceeding Standards</u> <u>Percent Change from 2015 to 2016</u>			
	<u>2015</u>	<u>2016</u>	<u>Percent Change</u>
<u>All Students</u>	<u>30%</u>	<u>41%</u>	<u>+11%</u>
<u>Students with Disability</u>	<u>14%</u>	<u>23%</u>	<u>+9%</u>
<u>Economically Disadvantaged</u>	<u>30%</u>	<u>39%</u>	<u>+9%</u>

English Learner	2%	16%	+14%
Hispanic/Latino	28%	38%	+10%

| _____

|

Element 1: Educational Philosophy and Program

Governing Law: ~~A description of~~ The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii)

Mission

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

Vision

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

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

Ultimately Voices College-Bound Language Academy will be a place where:

1. All adults believe **all** students can learn and achieve at high academic levels
2. All students are achieving at levels superior to state standards
3. All students are bilingual, bi-literate and bicultural
4. All students are strong communicators
5. All students realize their power to construct a new reality for themselves and their communities
6. All teachers provide differentiated instruction that is standards based and founded on best practices

7. All teachers' collaboration, planning and instruction is driven by analysis of student achievement data.

Values and Culture

Voices College-Bound Language Academy will exemplify a new culture of teaching and learning. All stake-holders will see themselves as both teachers and learners. For example, teachers will have daily dedicated time for professional development and will share best practices and lessons learned with the professional community. Students will be focused on learning and achievement. Parents will develop their skills and knowledge and learn how to best support their children on their academic journey to college. Parents will be warmly welcomed to share their expertise and experiences to enrich our school.

Voices College-Bound ~~Language Academy~~ ~~College-Bound~~ Language Academy's culture will be driven by our values and mission. Our culture, academic programs and even conduct system will all support the qualities necessary for personal and professional success. They are:

- Personal Responsibility: Teachers, parents and students will be held up to the highest expectations of personal responsibility. The saying "No Excuses" will influence our practices. Although times may be trying and outside influences seem overwhelming, we will look within ourselves to take responsibility for our actions. For instance, teachers will not make excuses for low achievement, students will not make excuses for lack of effort, and parents will not make excuses for truancy. Only then can we move forward and make positive change. Likewise, all stake holders will understand that they have a personal responsibility to help others and to share their expertise and talents with others.
- Absolute Determination: We each will look within ourselves to overcome obstacles. Taking into account that many Voices College-Bound Language Academy students and families may face adversity, they will discover that through perseverance these challenges can be overcome. Students will understand that nothing is beyond their reach. They all have the potential; ~~they only need apply the effort~~ to make their dreams reality.
- Community: No one at Voices College-Bound Language Academy is ever alone. Together parents, teachers and students will accomplish great feats. The notion that despite our differences and diversity, we are all moving towards the same vision of high student achievement will unite us. For instance, to achieve the Charter sSchool's mission teachers will work collaboratively, parents and teachers will work as partners and students will support each other.

Students to be Served Whom the Charter School is Attempting to Educate: Target Student Population

Voices College-Bound Language Academy has created a small learning community that currently serves ~~318-485~~ students grades kindergarten through ~~eight five,~~ and that will ultimately serve approximately 435 students grades kindergarten through eight. The ~~school opened~~ Charter sSchool opened with 104 kindergarteners and first graders and ~~has~~

added a grade level each year. ~~We will continue until reaching maturation at grade eight.~~ This growth plan ~~has~~ allowed the ~~Charter s~~School to create a cohesive culture and coherent curriculum and ~~instructional program~~instructional program.

As a charter school, Voices College-Bound Language Academy is charged with educating the students of California and not just students from one district. Voices College-Bound Language Academy is committed to providing educational opportunities and choice to those students who have traditionally been underserved (e.g. students of color, students from disadvantaged socio-economic backgrounds, recent immigrants, and English ~~language~~ learners), with particular efforts made to recruit within the FMSD and students who are not succeeding in traditional public schools. The diversity of the target Voices College-Bound Language Academy population is reflective of the Franklin- McKinley School District. ~~Admission to Voices Academy is based on a lottery system, therefore our efforts to achieve a diverse student population will focus on the ability to recruit and retain students reflective of our community's diversity (see Student Attendance and Procedures).~~

The table below describes our student population in terms of ethnicity/race over ~~the past four years our last charter term, showing the diverse student body Voices Academy has built and the focus demonstrating our commitment to it has on~~serving students of color:

Figure 1.0 – Voices Academy Race/Ethnicity 2011-2016

<u>Race/Ethnicity</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
<u>Hispanic or Latino</u>	<u>87.7%</u>	<u>90.1%</u>	<u>90.6%</u>	<u>90.7%</u>	<u>91.4%</u>
<u>Asian</u>	<u>3.2%</u>	<u>2.8%</u>	<u>2.5%</u>	<u>2.0%</u>	<u>2.0%</u>
<u>Filipino</u>	<u>0.9%</u>	<u>1.1%</u>	<u>1.0%</u>	<u>0.7%</u>	<u>0.9%</u>
<u>African American</u>	<u>3.8%</u>	<u>3.4%</u>	<u>3.0%</u>	<u>2.7%</u>	<u>1.5%</u>
<u>White</u>	<u>2.2%</u>	<u>1.1%</u>	<u>1.0%</u>	<u>1.8%</u>	<u>2.0%</u>
<u>Two or More, Not Hispanic</u>	<u>2.2%</u>	<u>1.4%</u>	<u>1.8%</u>	<u>1.8%</u>	<u>1.8%</u>
<u>Other</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.0%</u>	<u>0.2%</u>	<u>0.4%</u>
	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>	<u>100.0%</u>

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
<u>Hispanic</u>	<u>84%</u>	<u>86%</u>	<u>88%</u>	<u>87%</u>	<u>88%</u>
<u>White</u>	<u>2%</u>	<u><1%</u>	<u>2%</u>	<u>2%</u>	<u>2%</u>
<u>Vietnamese</u>	<u>7%</u>	<u>7%</u>	<u>3%</u>	<u>3%</u>	<u>2%</u>
<u>Black</u>	<u>3%</u>	<u>4%</u>	<u>3%</u>	<u>5%</u>	<u>5%</u>
<u>Chinese</u>	<u>NA</u>	<u>NA</u>	<u>1%</u>	<u><1%</u>	<u><1%</u>
<u>Other</u>	<u>4%</u>	<u>2%</u>	<u>3%</u>	<u>2%</u>	<u>2%</u>

Moreover, we recruit native Spanish, English, ~~or and~~ Vietnamese speakers and bilingual

students. Our target population is both socio-economically and ethnically diverse. As a non-selective public school, Voices College-Bound Language Academy is tuition-free and admits any student regardless of ethnic, socioeconomic or religious background.

The ~~table below describes~~tables below describe our student population in terms of free or reduced ~~lunch-price meal~~ (“FRPM”) eligibility, and primary language:

Figure 1.1 – Voices Academy Free or /Reduced LunchPrice Meal Eligibility 2011-2016

<u>FRPML</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
<u>Qualified</u>	<u>73.1%</u>	<u>68.3%</u>	<u>68.5%</u>	<u>74.5%</u>	<u>68.9%</u>

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012*</u>
<u>NSLP-Qualified</u>	<u>81%</u>	<u>78%</u>	<u>80%</u>	<u>77%</u>	<u>75%</u>

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012*</u>
<u>Spanish</u>	<u>75%</u>	<u>69%</u>	<u>74%</u>	<u>66%</u>	<u>75%</u>
<u>English</u>	<u>17%</u>	<u>24%</u>	<u>21%</u>	<u>30%</u>	<u>22%</u>
<u>Vietnamese</u>	<u>7%</u>	<u>7%</u>	<u>4%</u>	<u>3%</u>	<u>2%</u>
<u>Mandarin</u>	<u>NA</u>	<u>NA</u>	<u>1%</u>	<u><1 %</u>	<u><1 %</u>

Figure 1.2 – Voices Academy Primary Language 2011-2016

<u>Primary Language</u>	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>
<u>Spanish</u>	<u>71%</u>	<u>73%</u>	<u>71%</u>	<u>70%</u>	<u>69%</u>
<u>Vietnamese</u>	<u>2%</u>	<u>2%</u>	<u>2%</u>	<u>2%</u>	<u>2%</u>
<u>English</u>	<u>26%</u>	<u>25%</u>	<u>27%</u>	<u>28%</u>	<u>29%</u>
<u>Mandarin</u>	<u>1%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>

What it Means to be an Educated Person in the 21st Century

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 self-motivated and able to make informed life decisions based on awareness and understanding of all of life's possibilities. He/She is an active citizen in the community who is open-minded and values multiple perspectives and diversity.

Additionally, our vision of what it means to be an educated person in the 21st century and our entire program of study –is strongly supported and aligned by the “thinking” and academic skills outlined in the Common Core State Standards (“CCSS”), the California Next Generation Science Standards (“NGSS”), the State Content Standards for History-Social Science, and the National History Standards (see Appendix C for Description of Academic Rigor at Voices). It is the goal of the Charter School to enable students to become self-motivated, competent, lifelong learners.

Description of How Learning Best Occurs

In order to be prepared to be successful and compete in the future, our ~~studentchildren~~ must acquire different habits of mind, centered on critical thinking and problem solving, and meet ~~more~~ rigorous academic expectations. We will prepare our children for this new world and economy by providing educational opportunities based on the following research-based pedagogical principles:

- ~~State-Standards-Based:~~ To adequately prepare students for academic success as measured by state indicators, our students will be fully immersed in the articulated California ~~State content standards (or Common Core State Standards, NGSS, and applicable state content standards once the state implement, adopts instructional materials, and aligns assessments that would allow the charter school to implement the Common Core Standards).~~ (Ainsworth, 2003)
- *Multilingual:* Research demonstrates that virtually all children, are capable of acquiring multiple languages and benefit from bilingual instruction. (Collier, 1998; Cummins, 1986; Lindholm-Leary, 2001; Snow, 1990)
- *Cognitive:* The most powerful learning comes from developing sophisticated understanding of concepts and higher order thinking associated with various fields of inquiry. (Bruner, 1966 & 1996; Wiggins &McTighe, 2005)
- *Developmental:* Schooling matches its activities to the developmental level of children and then accelerates learning. Teachers must “hook” students when necessary content does not naturally pique student interest. (Bruner, 1966 & 1996; Piaget 1969; Wiggins &McTighe, 2005)

- *Rigor*: Students learn best when faced with genuine challenges to think about new interpretations and possibilities, to see patterns and interpret them. (Doll, 1993; Bruner, 1966; Vygotsky, 1978; Wiggins & McTighe, 2005)
- *Critical Thinking*: Children should be taught how to think and be offered questions to think about. Through authentic dialogue students develop an awareness of reality and bias which then helps them examine new possibilities. (Burbules, 1993; Cortez, 1986; Freire, 1996; Olsen, 1999; Shor, 1992; Wiggins & McTighe, 2005;
- *Reflective*: Ample opportunities for learners to look back, to reflect, and to debrief about both what they know and don't yet know must be provided. (Dewey, 1971; Doll, 1993; Freire, 1996)
- *Authentic*: Real, rich, complex ideas and materials are at the heart of the curriculum because active, hands-on, minds-on, concrete experiences are the most powerful form of learning. Children learn best when they encounter whole, real ideas, events, and materials in purposeful context and not by only studying sub- parts isolated from actual use. Content is made relevant by making connections to life outside the classroom (Doll, 1993; Gardner, 1991; Piaget, 1969; Wiggins & McTighe, 2005)
- *Collaborative*: Cooperative learning activities tap the social power of learning especially for children learning a second language. Learning is socially constructed; students working together collaboratively in a variety of different groupings maximizes learning for all students regardless of their achievement levels (Cummins, 1986; Lindholm-Leary, 2001; Lazarowitz & Karsenty; Slavin, 1994; Vygotsky, 1978, 1990)
- *Recursive*: Ideas, concepts and themes are not just taught once and forgotten. They are revisited throughout a child's education, building understandings into more sophisticated levels each time. (Bruner, 1966; Dewey, 1971; Doll, 1993; Piaget, 1969; Whitehead, 1967; Wiggins and McTighe, 2005)
- *Transformational*: Children do not just receive knowledge; they create it within the cognitive systems they encounter; fostering new ways to see and do things. (Doll, 1993; Freire, 1996; Bruner, 1966; Shor, 1992)
- *Development of Character*: The classroom and school are model communities where students learn the skills and practices they need to live as productive citizens of the greater community. Students learn to take full responsibility for their own learning. (Nelson, 2000; Kohn, 1993; [Komarinck 2004](#))
- *Parent and community involvement*: Students are successful when they are supported by caring adults and when school and home work as partners to set high expectations for student behavior and achievement (Brandt, 1989; Delgado- Gaitan, 1990)

- Culturally Responsive Practices: The academic achievement of these students [diverse, racial, ethnic, cultural, linguistic, and social-class groups] will increase if schools and teachers reflect and draw on their cultural and language strengths. (Gay, 2000; Delpit 1995, Nieto, 2010).

Overview of Curriculum and Instructional Design

Powerful, applicable and relevant learning for all students is the goal. A “minds-on” curriculum, acceleration, ongoing assessments and meaningful parent engagement are the means. Voices College-Bound Language Academy’s ~~chosen~~ Academy’s chosen instructional approaches will enable the Charter School’s students to achieve the objectives specified in the charter ~~and~~ master the academic content standards, ~~in core curriculum areas as adopted by the State Board of Education pursuant to Education Code 60605~~ and meet the social/emotional needs of our student body through:

- Using Research-Proven Instructional Models
- Sharing Best Practices for Student Success
- Focusing on Core Content and Standards-Based Curriculum
- Providing Academic and Support Services for Struggling Students
- Having a Results Matter Philosophy
- Building a Professional Learning Community (“PLC”)
- Enabling Character Education and remaining College-Bound Focus

- Dual Language Spanish/English Program
 - Standards-based, researched-based pedagogy
 - High academic achievement priority
 - Problem-Solving curricular focus
 - Higher order, critical thinking development
 - Skills development
 - College/Professional orientation theme
 - Character development
 - Service/support to the whole child including his/her family
 - Data-driven instruction
 - Essential questions
 - Site-based matriculation

Formatted: Indent: Left: -0.25"

As a result of these approaches, our students will not only meet program goals and assessment targets, but will also become literate, self-motivated, ambitious, life-long learners. Teachers and administrators together will research and choose curriculums, programs and supplements that meet the needs of students as needed, so long as ~~they align~~ they align with the Charter School’s philosophies, approaches, program, and mission. ~~and charter guidelines (see Appendix B). Across the curriculum, teachers employ both authentic and more traditional assessments of what students know and can do to ensure that students are prepared for the rigors of higher education.~~ Across the grades, Voices College-Bound Language Academy seeks to balance more progressive teaching strategies, which are linked to student engagement and motivation, with more traditional strategies, which are required for success in higher education.

Research-Based Instructional Models and Pedagogy

All of Voices Academy instructional models and instructional techniques have been chosen because they are research-based and have been proven to be best practices for English learners (“EL”) and students of color. Teachers will successfully address students’ needs and preferred modes of learning, while students have an opportunity to access rigorous content and use expressive and receptive skills in a highly academic manner. The instructional models and techniques include:

Dual Immersion Program

Foremost, Voices College-Bound Language Academy meets the needs of English Learners by implementing a Dual Language Program. ~~Research has shown that Dual Language Programs are the only English Language Development (“ELD”) models found to assist students to fully reach the 50th percentile or above in both their primary language (L1) and second language (L2) in all subjects. In addition, the Dual Language pProgram also~~ allows students to maintain that high level of achievement and to reach even higher levels through the end of K-12 schooling.⁴ Research findings demonstrate that a quality dDual HLanguage pProgram must include all of the following instructional components to reach these results.⁵

- A socio-culturally supportive school environment
- An incorporation of multicultural themes into instruction and materials, including student’s values and ways of learning. Students work collaboratively and learn together.
- An additive bilingual environment
- Ensure that all students maintain their home language while acquiring a second.
- Support all learners to reach high academic achievement while nurturing and supporting them. Every adult is committed to the belief that all children can learn at high levels. Every adult is committed to the belief that all children can learn at high levels.
- Celebration diversity in all its forms.

The highly regarded longitudinal research of Wayne and Virginia Collier² ~~(see Appendix-XXX)~~ states:

One-way and two-way developmental bilingual education programs (or dual language, bilingual immersion) are the only programs we have found to date that assist [ELL] students to fully reach the 50th percentile in both L1 (primary language) and L2 (language being learned) in all subjects and to maintain that level of high achievement, or reach even higher levels through the end of schooling. The fewest dropouts come from these programs.

Dual immersion programs were the only program models that closed the achievement gap even when taking into account high student mobility, English language acquisition, ethnicity and parent education levels and SES.

¹ Lindholm-Leary, Kathryn (2001) Dual Language Education. Clevedon. Multilingual Matters LTD.

² <http://cmmr.usc.edu/CollierThomasExReport.pdf>

Bilingually schooled students outperform comparable monolingually schooled students in academic achievement in all subjects, after 4-7 years of dual language schooling.

Native-English speakers in two-way bilingual immersion programs maintained their English, added a second language to their knowledge base, and achieved well above the 50th percentile in all subject areas on norm-referenced tests in English. These bilingually schooled students equaled or outperformed their comparison groups being schooled monolingually, on all measures.

In addition, more recently, the California Department of Education commissioned and published a report outlining the significant progress in the field of English Language-learner education. The intent of this report was to gather the most prominent researchers in the field of English Language learning to offer a comprehensive review and analysis of the strongest research evidence currently available to inform instructional practices for English learners. The report cites the following benefits of a dual language education³⁶:

- Globalization: Educational programs that afford students opportunities to acquire English and other languages and to become familiar with other cultures are better suited to offering graduates a premium in the global village.
- Neurocognitive Advantages: A bilingual advantage has been demonstrated consistently by individuals competent in completing tasks or solving problems when competing information is available.
- The Home language Advantage: English learners with advanced levels of competence in certain aspects of the home language demonstrate superior achievement in English Literacy compared with English learners who lack or have lower levels of competence in these home language abilities.
- Schooling and Cultural Competence: Dual language programs provide students with communication skills and cultural awareness that facilitate intergroup contact and appreciation.

Curriculum Design

~~Voice College-Bound Language Academy's two-way immersion~~

Systematic ELD

English Learners (ELs) receive daily structured English Language Development ("ELD") for 60 minutes per day, which is 50% more than required by the state for traditional public schools. Teachers make connections with content and make "input comprehensible." We use the *Systematic ELD Framework* and curriculum to develop English proficiency and to address the four domains (reading, writing, listening and speaking) of language development (see Appendix D).

Systematic ELD instruction is part of a comprehensive program for English Learners. The

³ Improving Education for English Learners: Research-Based Approaches (2010)

purpose of dedicated ELD instruction is to develop a solid foundation in the English language and to increase students' ability to communicate for a range of purposes. Effective ELD instruction supports achievement in other content areas by teaching students the language skills to successfully engage in content learning. It helps equip students with the language needed to express the sophistication of their thinking.

Systematic ELD is taught regularly, during time specifically dedicated to teaching English. It follows a developmental scope and sequence of language skills that includes substantive practice to ensure students develop fluency and accuracy. For this part of the instructional day, students are taught at their assessed level of English proficiency to ensure they develop a solid English language foundation and are continually challenged to stretch their ability to flexibly use language as recommended by the California Department of Education. See Appendix D for Sample ELD Lesson Plan.

Systematic English Language instruction:

- Explicitly teaches language by assessed proficiency level
- Emphasizes oral language development (listening and speaking) through carefully structured, purposeful and engaging interactions
- Emphasizes application of language skills through reading and writing
- Lays out a scope and sequence of grammatical forms and sentence structures needed to communicate for a range of purposes (functions)
- Teaches vocabulary for social and academic purposes moving from general to increasingly precise words
- Provides ample oral and written practice for application of newly taught language in authentic contexts
- Does not replace literacy or other content instruction, but rather equips English Learners with the language they:
 - Are not likely to learn outside of school,
 - Will not be taught in any other content area, and
 - Are expected to use every day for academic and real life purposes.

Students that are English proficient receive English Language Arts (“ELA”) Instruction (ELA) during this time that their peers are receiving Systematic ELD instruction. ELs also receive ELA instruction with ~~their~~their peers in the self-contained classroom before the afternoon switch and extensions in their ELD class. Furthermore, as a dual immersion school, teachers will also utilize this model to provide Spanish ~~L~~language development for our ~~Spanish~~Spanish learners (“SLs”).

Comment [V1]: Pasted from p.9, 10, 11

Balanced Literacy

Voices College-Bound Language Academy has a balanced literacy program of instruction and assessment organized around the ~~California English Language Arts Standards~~Common Core State Standards. It is the aim of Voices College-Bound Language Academy program to comply with the stated goal of the California Department of Education that all children will be literate readers and writers by third grade. These students will also demonstrate a love of reading and writing for pleasure, proficient use of reading and writing for academic

learning, and proficient reading, writing and speaking in two languages, English and Spanish, by eighth grade

These children will also demonstrate:

love of reading and writing for pleasure

proficient use of reading and writing for academic learning

proficient reading, writing and speaking in two languages: English and Spanish by eighth grade

The elements of balanced literacy are not fixed and separate, and activity in the classroom moves smoothly around them. Each element requires a different level of support from the teacher and respects the level of control or independence of the children. For example, the teacher is in full control of reading aloud although the children are actually listening, commenting, and joining in on familiar parts. In independent reading, the child is in full control of the process, with little or no teacher support. The same applies to the different contexts for writing.

Literacy instruction is characterized by teaching the children to use reading and writing processes through:

- Reading aloud
- Phonics and phonemic awareness
- Shared reading
- Guided reading
- Independent reading
- Readers Workshop
- Literature Circles
- Shared and modeled writing
- Interactive writing
- Writers workshop
- Genre and author studies

Figure 1.3- Balanced Literacy Components

<u>Balanced Literacy</u>	<u>We do this by creating an environment where children see themselves as readers and writers, thinkers, listeners and talkers. We are trying to instill in them a great love of learning. The balanced literacy framework provides the structure to make this all happen.</u>
<u>Reading aloud</u>	<u>Reading aloud is the foundation of the early literacy framework. By being immersed in a variety of well-chosen texts children not only learn to love stories and reading but they also learn about written language.</u>
<u>Word Study:</u> <u>(Sight words, Phonemic awareness, Phonics, Vocabulary)</u>	<u>Word study refers to the deliberate investigation of words. It occurs in settings where the teacher directs children's categorization and understanding of how words work through routines, direct instruction and</u>

	<u>word sorts. Teachers provide whole group, small group and center instruction throughout the literacy period. Teachers avoid giving rules, work towards automaticity and flexibility and constantly return to meaningful texts and prompt students to use new knowledge in reading and writing settings.</u>
<u>Shared reading</u>	<u>Designed to be used with the whole class or a small group, this activity provides many opportunities for incidental learning about the way written language works. The context created by shared reading is totally supportive of young readers as they begin to attend to the details of print while still focusing on meaning and enjoyment. In shared reading, emerging readers get a chance to behave like readers and learn the process.</u>
<u>Guided reading</u>	<u>Guided Reading places the child in a more formal instructional situation. It is the foundations of the literacy curriculum. The teacher works with a small group who has similar reading processes. The teacher selects and introduces new books and supports children reading the whole text to themselves, making teaching points during and after the reading. It gives the child the opportunity to problem-solve while reading for meaning.</u>
<u>Independent reading</u>	<u>Children read on their own or with partners from a wide range of materials. Reading and re-reading a familiar text has been shown to support young children's learning to read. The reader independently solves problems while reading for meaning.</u>
<u>Readers Workshop (K-3) and Literature Circles (4-8th)</u>	<u>Readers workshop and literature circles build on an effective reading process and allows students to use strategies in an effective way. Through conversations, students extend meaning of texts and make connections. The meaning students construct as they listen to one another's interpretations is greater than any of them could construct alone.</u>
<u>Shared and Interactive writing</u>	<u>Interactive or shared writing provides authentic setting within which the teacher can explicitly demonstrate how written language works. First, the teacher and students work together to discover a reason for writing. Once the purpose is established, the teacher helps students gain control over the conventions of print that writers need in order to be able to communicate their messages in written language.</u>

Writers workshop

Guided writing or the writing workshop is another way for teachers to help children learn to write, but in this case the children are constructing their individual pieces of writing with teachers (and eventually) peer guidance, assistance, and feedback. The teacher may have individual conferences with children or call them together first for a mini lesson on an aspect of writing from topic selection to composition to punctuation to letter formation.

Children read from a variety of reading materials that include leveled and/or decodable books, anthologies, original works, magazines, reference books/materials, newspapers, and text books. Reading instruction emphasizes expository text. Teachers use teaching strategies that make grade level content accessible to all students, regardless of reading level (universal access). Through professional development and coaching, teachers modify and acquire new instructional strategies to ensure the most effective instruction for these children. Teachers also research and recommend other curricula to support and supplement the program.

The writing curriculum emphasizes expository writing. Studies have shown that a common element among 90/90/90 schools ~~(90% free and reduced lunch, 90% minority student population, 90% proficient)~~ is the emphasis of expository writing across content areas¹. These are schools that were identified because they are at least 90% combined minority/nonwhite student population; at least 90% free or reduced price lunch qualified students; and at least 90% successful on standardized assessments. See Appendix E for summary of 90/90/90 schools research.

Balanced Mathematics

A balanced approach to math will include opportunities for students to develop conceptual understanding, procedural fluency, and mathematical reasoning/problem-solving skills as well as to communicate precisely about their mathematical understanding. Mathematical understanding and reasoning will always be prioritized before introducing algorithms or steps for solving a problem.

Understanding by Design (UbD) Science and Social Studies

Knowing or being able to do something does not guarantee that we understand it. We truly learn and retain more when we can reflect upon, internalize, and apply (transfer) the content we are being taught. Understanding is the ability to transfer learning to new, different and unique experiences. Understanding by Design ("UbD") allows us to avoid the "inch deep, mile wide curriculum." UbD is a framework for project based learning. The primary goal of UbD is student understanding, the ability to make meaning of Big Ideas and transfer their learning. Teachers guide students to these understands and set a purpose for learning by using Essential Questions such as:

- From whose viewpoint are we seeing or reading or hearing this? From what angle or perspective?

- How do we know when we know? What's the evidence, and how reliable is it?
- How are things, events or people connected to each other? What is the cause and what is the effect? How do we fit together?
- What's new and what's old? Have we run across this idea before?
- So what? Why does it matter? What does it all mean?

Science and social studies units and projects are based on CCSS, the Next Generation Science Standards, the National History Standards and the California History State eContent Standards for History-Social Science using the UbD® Framework. Students learn content in depth and have an opportunity to demonstrate understanding through performances of understanding. Additionally, students apply other content knowledge and skills (e.g., math, language arts, art, speaking, performing) to make their projects truly integrated. These performances of understanding are shared with parents and the wider community through exhibition projects and assessed through teacher created school wide rubrics that will measure understanding, presentation, and skill proficiency. Every unit has technology components that assist students in learning and in expressing their understandings. See Appendix F for Sample UbD Unit.

Besides being incorporated into the block schedule and the core curriculum through an emphasis on expository reading and writing, science and social studies is presented to the children in integrated, thematic units of instruction. To date, Voices Academy has also developed science units using FOSS Kits. However, over the next five years, we will increase the complexity and depth of these units by using the curriculum design process *Understanding by Design®* for both science and social studies. This framework allows teachers to design curriculum, assessment, and instruction focused on developing deepening understandings of important ideas. Students will then demonstrate the sophistication of their understanding through explanation, interpretation, application, perspective, empathy and self knowledge in exhibition projects, otherwise known as performances of understanding.

Strategies for English Learner Instruction and Intervention-

Sheltered Instructional Observation Protocol (SIOP)

The Sheltered Instructional Observation Protocol ("SIOP") Model (Echevaria, Vogt & Short) was developed to provide teachers with a well-articulated, practical model of sheltered/specially designed academic instruction in English ("SDAIE") instruction. The intent of the model is to facilitate high quality instruction for English Learners in content area teaching. However, as a dual immersion school we also utilize this model to provide sheltered instruction for Spanish Learners (SLs).

The SIOP Model is based on current knowledge and research-based practices for promoting learning with all students, especially language learners. Critical features of high quality instruction for language learners are embedded within the SIOP Model. Its effectiveness was validated by a research study conducted through Guarino, et al (2001), who determined that it was a highly reliable and valid measure of sheltered instruction.

This learning environment values the student, provides authentic opportunities for the use of academic language, and maintains the highest standards and expectations for all students. In addition, it fosters voice and identity. Moreover, professional development time is

dedicated each year to the understanding of language acquisition strategies, research inquiry, data analysis, and lesson planning and execution in regards to the needs of second language learners.

Comment [V2]: Pasted from p. 15-16

Socratic Seminars (middle school)

Socratic seminars are a collaborative intellectual dialogue facilitated with open-ended questions about text. Socratic Seminars are a way for students to formulate a deeper understanding and engage in critical conversations about literature. By giving students the opportunity to engage in open-ended discussions, Socratic Seminars provide students with opportunities to clarify the meaning and formulate their own ideas about texts. During the Seminar, students construct meaning by actively listening, participating, analyzing, and interpreting texts. Students are encouraged to share different points-of-view, ask questions, and answer questions presented by their class peers. It is important to clarify that during a Socratic Seminar the teacher does not lead the discussion; instead, he or she takes the role of a facilitator, refocusing the conversations if needed. Discussions are never about right or wrong answers, nor are they a debate. It is a time for students to exchange ideas, think aloud and share their thinking in a meaningful and thoughtful manner.

Additionally, Socratic Seminars foster the idea of respect by encouraging students to listen to other's perspectives and accepting various points-of-view. Students are instructed to follow discussion norms that everyone understands and has agreed to follow. By being part of a Seminar, students have to demonstrate a level of maturity that will be expected of them in high school and in college. Being able to participate in high-level discussions is a skill they will carry for the rest of their academic career.

Shared Best Practices for Success

Voices Academy offers site-based instruction and offers a minimum of at least 175 days of instruction per year (Education Code Section 47612(d)(3) CCR 11960). Please see Appendix G for a draft school calendar. We also employ a staffing model that provides extra support and reduces the adult to student ratio, especially in the early grades.

Figure 1.4 - Basic Staffing Models

Staff	Kindergarten	1-5 Grade	5-8 Grade
Base Staff (per classroom)	One teacher One Full Time Associate Teacher	One teacher One Part Time Associate Teacher	One teacher One School Assistant art time (shared)
Support Staff (as required per Individualized Education Program ("IEP"))	Educational Specialist SPEDSpecial Education Associate Teacher		

Extended Learning Time

It is our belief that the vast majority of low academic achievement from students is due to a

lack of exposure to high quality instruction and challenges, not due to ability. Therefore, we provide more instructional minutes than are required by the State (Education Code Section 47612.5(a)(1)) each school year by instituting a regular school day that runs from 8:00am to 4:00pm for all grades. See Appendix H for Instructional Minutes calculation and Appendix I for sample bell schedule, which shows that Voices Academy exceeds state mandated minimum minutes for grades spans K, grades 1 to 3, and grades 4 to 8.

Time on Task

We believe that students who are behind need “more, faster rather than less, slower.” All students are expected to be engaged 100% of the time in all lessons and work. Daily schedules strategically and coherently allocate the time and resources necessary to meet goals. Teachers prioritize and align instructional time with goals. They adjust, add, or eliminate what is needed. Aligning instructional time based on the needs of our students keeps teachers from allotting time based on personal preferences, ideologies or even curricula. We ensure time is used in the most effective way and schedule check-ins during data meetings and whole-school interim data analysis (Results Oriented Cycle of Inquiry--ROCI) to ensure acceleration toward goals.

Differentiated Instruction

Differentiated instruction is matching instruction to meet the different needs of learners (high and low) in a given classroom. We have found that the range of instructional needs within one classroom is wide. In order to accommodate these instructional needs, teachers plan for small group and 1-1 instruction as well as ample learning center time. Differentiated instruction is implemented during the regular school day, in all instructional blocks, throughout all content. Differentiated instruction is made possible because of the use of mini-lessons and direct instruction, which frees up time for differentiation while students are in the You-do phase. Also facilitating differentiation are our paraprofessionals (Associate Teachers). These highly-qualified individuals also work with small groups and 1-1 as well as supervise whole group learning while the teacher works with the students needing the most attention.

Cooperative Learning

Cooperative learning is a teaching/learning technique where students interact with each other to acquire and practice subject matter and to meet learning goals. Teachers provide deliberate opportunities for students learning language (both ELs and SLs) to interact linguistically with native speaking peers for optimal language development. It is a formal way of structuring activities in a learning environment and is achieved by moving from rote learning to learning how to think critically. A main goal is cooperation versus competition or individualism. Cooperative learning has also been shown to be an excellent instructional strategy for students of color (field dependency).

Direct Instruction

Direct Instruction has been proven to be especially successful with socioeconomically disadvantaged, English Learners and academically struggling students because it is explicit, organized, and predictable. Direct Instruction assists students through a specific design that focuses on getting initial learning into short term memory. When the design is followed, the student will be able to master new learning. Active practice assures transfer of new learning

into long term memory. Direct instruction is characterized by five phases at Voices Academy:

1. Orientation
2. Presentation (I do)
3. Highly Structured Practice (we do)
4. Guided Practice (we do)
5. Independent Practice (you do)

Voices Academy direct instruction model includes multiple opportunities for students-teacher and student-student interaction, discourse, and critical thinking during its I Do and We Do. Teachers receive extensive professional development on direct instruction throughout the year to ensure that all minds are on and contributing during the lesson.

Prove It!

Students are expected to justify their answers and opinions by citing evidence. Teachers ask student to explain their answers whether they are correct or not when answering orally and in writing on assessments, assignments and essays. As students progress they are taught how to hold each other accountable by posing similar questions to classmates during any classroom discussions, literature circles and Socratic seminars.

Focus on Core Content and Standards-Based Curriculum

Standards Deconstruction

Educators at Voices Academy deconstruct their grade's standards with their grade level partners throughout the year. In order for students to truly master each standard, they must be taught the sub-skills, knowledge and language that lead to proficiency. Teachers rely on each other and vetted resources to break down complicated standards and understand every aspect within that standard. In doing so, teachers identify what students should know and be able to do, create manageable and/or smaller objectives to teach and more efficiently plan instruction. Standards deconstruction leads to clearer lessons and a deeper learning.

Backwards Map

An integral part of the teacher-created curriculum at Voices Academy is the Backwards Map. Course leads work together to break down or group standards and map them across the year before the school year begins. They create long-term plans, paying attention to the rigor, the expected length of each unit and how standards build upon each other. This Backwards Map allows course leads and teachers to adequately allocate instructional time for each standard and interim assessment. The Backwards Map also assists teachers in aligning school adopted curriculum or resources to the content standards. A sample Backwards Map can be viewed in Appendix J.

Literacy

The literacy program at Voices Academy –incorporates all of the recommendations originally published by The National Reading Panel (“NRP”) and more recently updated by the National Institute for Literacy (“NIL”), the National Institute of Child Health and

Human Development, and the U.S. Department of Education⁴. The NRP and NIL summarizes what research has discovered is necessary to successfully teach children to read. It identified key skills and scientifically based instructional practices central to reading achievement. According to the NRP and NIL, the five areas of reading instruction are:

Phonemic Awareness: The understanding that sounds of spoken language work together to make words. Phonemic awareness instruction helps children learn to read and improves their reading comprehension because they must be able to read words rapidly and accurately. It also helps children learn to spell because they are able to relate the sounds to letters as they spell words.

Phonics: The relationship between the letters of written language and the individual sounds of spoken language. Systematic and explicit phonics instruction significantly improves word recognition and spelling, as well as improves reading comprehension.

Fluency: The ability to read a text accurately and quickly with expression and meaningful phrasing. Fluency provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.

Vocabulary: Knowledge of the words needed to communicate effectively (listening, speaking, reading, writing). Vocabulary is very important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Most vocabulary is learned indirectly and some must be taught directly.

Text comprehension: Text comprehension is important because it is the reason for reading. Students are taught reading strategies through direct and explicit methods. These include monitoring comprehension, using graphic organizers and semantic organizers, answering questions, generating questions, recognizing story structure and summarizing to access grade-level content through reading.

Literacy in Upper Grades

English Language Arts in the upper grades will aim to create high-rigor environments where students are deeply analyzing, deconstructing, and evaluating texts while using writing as a tool of creation in which students express their knowledge, opinions, and criticisms. As students engage in this rigorous process of literacy and writing, Voices Academy middle school will also make a deliberate approach to literacy and writing through the mentality of "literacy as power." Lessons, texts, and discussions are often framed around the following guiding question: "How can reading and writing act as a form of power?" Classes will be theme-based with a strong emphasis on collaborative learning, supports for second language learners, and demanding evidence from students. Moreover, the ELA program frames its themes around developing multicultural understanding in the most critical sense. Students will not only explore the self and culture, but through a variety of specifically chosen texts

⁴ National Reading Panel (2000); Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction- Reports of the Subgroups. Eunice Kennedy Shriver National Institute of the Child Health and Human Development, NIH, DHHS, (2001); Put Reading First: The Research Building Blocks for Teaching Children to Read (N/A). Washington, DC: U.S. Government Printing Office.

and high-level discussions students will be encouraged to also explore the power structures and forces that students deal with every day. In this way students will be able to make the connection between literacy, writing, and power; ultimately creating an empowering experience for all involved.

The Voices Academy middle school reading program will be critical for the literacy of our students: the rigor and demands on independence increase, moving students along a continuum that prepares them to be high school and college-ready. By using rigorous, engaging, culturally relative, and meaningful texts in skill-based instruction, Voices Academy teachers will make the Common Core State Standards accessible to all students, while simultaneously investing them in literary experiences that can transcend the classroom. Voices Academy teachers will strive to organize courses with important factors in mind: a scaffolded staircase of complexity and meeting the needs of English Learners. Texts will progress over the course of the year with increasing complexity, both in terms of lexile and thematic understandings. Voices Academy teachers will also include a language objective into each lesson, using realia and SIOP strategies to support ELs through rigorous texts (see Appendix K for sample SIOP lesson plan). We want to equip our students with the close reading skills necessary to deeply examine, comprehend, and analyze texts, while also building the critical thinking skills that will allow students to create bridges between texts they read and technology, popular culture, media, and their own culture. Voices Academy teachers will use a balance of genres in literature to foster an intellectual curiosity that will enable students to better understand themselves and the world around them.

The vision that Voices Academy middle school has for its writing program is one where students will become unique and engaging proficient writers. This will be done by creating a program that interweaves the Common Core State Standards for English Language Arts ~~reading, writing and language standards~~ with the Writer's Workshop Model. Our writing classes will provide students with an opportunity to create, plan and produce works that reflect the reading-based standards they are identifying and analyzing in the English Language Arts class. Our goal is to provide a rigorous curriculum that will have each student explore writing, innovate their craft, and internalize the writing process in a pragmatic manner. The long-term goal for Voices Academy middle school students is that they will push themselves to be creative and critical writers throughout their lives. To achieve this, our writing program will present students with practical world issues that will engage their interest and inspire them to improve the variety of relevant writing projects they will work on. These writing projects will reflect the enthusiasm, professionalism, understanding and application that must be present in any rigorous writing process. Furthermore, we believe that all forms of media should be valued and therefore, our writing program will teach students the various ways a professional writer can present, publish, and defend his or her work to a broader community.

The structure of the writing program at Voices Academy has the teacher take on the role of a writing coach. The writing coach models professionalism and effective peer editing collaboration. By introducing, modeling and showing enthusiasm for the tools, strategies and procedures that professional writers use to improve their craft, teachers will equip each student the essentials of good writing. Focused mini-lessons that employ effective teaching strategies, noting down observations made during check-ins and conferences, giving ample writing time to have students work at their own pace, and providing an equitable sharing

space to reinforce a positive collaboration are the major components of the writers workshop which will ensure an engaging writing environment. The teacher will model and guide each student to become a peer editor who seeks to give constructive suggestions instead of direct corrections. The end goal of the writing program is to instill in our students a true appreciation of writing that is reflected in the enthusiasm, professionalism, and critical lens they use when working on their writing. Our young writers will demand excellence from themselves as they seek to improve their voice, ideas, organization, word choice, sentence fluency, and conventions. Voices Academy middle school students leave with the understanding that when they improve their craft, they are giving themselves more opportunities to communicate their unique voice in an engaging and evocative way through the power of the written word.

Math

The mathematics program at Voices Academy is one of rigorous, real-world assessment and aligned instruction organized around the Common Core State Standards for Mathematics. The goals of this program will be to have students apply their ever-increasing mathematical knowledge and skills to novel context and increasingly sophisticated mathematical problems. Students will build conceptual and procedural understanding in addition to developing fluency and application. Students will then use these skills to further their understanding of other related curricular areas, such as science and social science.

The ongoing assessment procedures will monitor each child's level of mathematical understanding and skills (computation, problem solving, and application). The teachers will use internally created formative assessments, school-wide interim and state assessments. Math instruction will be characterized by teaching the children to:

- understand and apply knowledge of numbers
- solve problems
- use skills
- apply math to real-world situations

Voices Academy uses school-adopted and locally-created curricula aligned with its instructional approaches and CCSS for Mathematics standards and supplements with lessons as needed from a variety of other "balanced math" sources to create a rich and deep, standards-based math K-8 curriculum.

Comment [V3]: Pasted from p.7-8

Math in Upper Grades (Grades 6 to 8)

Math in the upper-grades will be approached as a tool and perspective with which students can use to understand, analyze, and deconstruct the world around them. In addition to embracing and implementing the Common Core State Standards for Mathematical Practice, Voices Academy utilizes many of its own practices to create a high rigor, concept-focused mathematics environment.

Students and teachers at Voices Academy approach every topic with a "concept-first" mentality. Teachers will be encouraged to set high expectations for students to understand

the concept behind the topic, not simply teaching students how to answer certain types of problems. Students are encouraged to see the importance of perseverance and persistence in mathematics as it is usually through the struggle when true learning occurs. Furthermore, in addition to a “concept-first” approach, teachers and students will spend significant and deliberate time focusing on the processes in mathematics and truly understanding the “why” behind every action. Students will be expected to explain the reasoning behind every mathematical action in writing, orally, and/or algebraically.

Voices Academy also takes a unique approach to mathematics in that the connection between language and mathematics is frequently emphasized. All math teachers will utilize SIOP and other language learner strategies in every lesson and every math lesson contains a language objective. Voices Academy math teachers will be expected to be knowledgeable of student language development and make language not only a focus but also a priority during math lessons. Students should be learning language skills simultaneously as they are grappling with new math skills.

Lastly, Voices Academy strives to empower students to see math as a powerful tool to understand and analyze the world around them. Teachers will often engage with the CCSS Mathematical Practice of modeling as they not only use math to connect to the real-world, but make explicit connections between math and social justice. Upper grades math teachers at Voices Academy will not stop at connecting math to the appealing or the relevant, but they extend this notion by using math to “go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse.” (Shor, Empowering Education, 129) Math is more than equations and word problems. Math requires deep, critical thinking and can be used to better understand the intricacies of the world around us.

Other Subjects

Science and Social Studies

Besides being incorporated into the block schedule and core curriculum through an emphasis on expository reading and writing, science and social studies will be presented to the children-students in integrated, thematic units of instruction. To date, Voices Academy has also developed science units using FOSS kits. However, over the next five years, we will increase the complexity and depth of these units by using the curriculum design process *Understanding by Design*® for both science and social studies. —Voices Academy increases the complexity and depth of these units by using the curriculum design process *Understanding by Design*® for both science and social studies. This framework allows teachers to design curriculum, assessment, and instruction focused on developing deepening understandings of important ideas. Students will then demonstrate the sophistication of their understanding through explanation, interpretation, application, perspective, empathy and self-knowledge in exhibition projects, otherwise known as performances of understanding.

Comment [V4]: Pasted from p. 8

Science and Social Studies in Upper Grades (Grades 6 to 8)

The Voices Academy approach to Science and Social Studies is one that fosters a critical mindset in an effort to promote higher order thinking and global awareness. Each unit revolves around a big idea, allowing students to connect specific content to overarching

stories and themes. The big idea acts as a focused reference point throughout the unit for which students can refer to. Teachers will ensure that big ideas not only invoke curiosity and understanding in the content area, but they also allow students to more closely analyze current social and global issues.

Throughout the thematic units, teachers will systematically introduce new material so that students are constantly engaging with the Voices Academy middle school 5 Power Mindsets:

- Explain (Explica) – Students will be able to express and summarize understanding of a topic
- Analyze (Analiza) – Students will be able to make connections and formulate opinions with regards to a topic or theme
- Evaluate (Evalua) - Students will be able to make assertions about validity, relevance, and/or quality of a work, idea, or topic.
- Justify (Justifica) - Students will be able to defend assertions by providing textual evidence, life experience, or statistical data.
- Create (Diseña) – Students will be able to demonstrate understanding through presentations, skits, essays, engineer design, or any other rigorous performance task.

This process aims to deepen student knowledge about historical and scientific thinking by providing these scaffolded yet rigorous steps towards a critical understanding of a topic. These mindsets are utilized across all content areas with the hope that students can internalize and apply it throughout their academic career.

The five power mindsets aim to develop students who not only think critically, but have also acquired the type of higher order thinking needed to succeed in their future academic and professional career. Teachers will encourage students to engage in the material through different lenses in an effort to promote student thinkers who can engage in a variety of topics. This approach is evident in assessments as teachers have deviated from the traditional multiple choice and fact-recall assessments. Science and Social Studies assessments are deliberately designed to allow opportunities for students to demonstrate higher order thinking.

In specifically the Sciences, Voices Academy utilizes the Process of Engineer Design as students participate in experiments and projects. Students will be encouraged to learn about key scientific concepts through experimentation, design, re-design, and creating. For example, to culminate and demonstrate understanding of thermal energy students were challenged to create a device that minimizes thermal energy transfer. Projects such as these allow students the opportunity to use their newly acquired knowledge to design, create, and test a product of their own creation. Instruction is also inquiry based as learning revolves around a central question or central experiment.

Voices Academy Social Studies classes are designed to prepare students to think like a historian. Historians always approach a topic with curiosity, challenge ideas based on evidence collected, and knowledge gained after exploring multiple sources. Voices

Academy students are encouraged to question literature and formulate their own ideas of history after having explored different perspectives. Students will study topics by looking at primary, secondary, and many other sources relevant to the topic of study. By using the 5 Power Mindsets, students analyze texts and ideas in detail with the purpose of reaching a high level of understanding. Teachers have designed units that deviate away from the traditional ways of teaching (teacher lectures and students listen) and have created lessons which promote student interaction and have a predominantly hands on approach. Students will be constantly involved in rigorous group activities, which strengthen the idea of cooperative learning, and enforce the importance of teamwork in academic settings. Additionally, students will show their understanding through assessments that address all learning modalities. These assessments can range, but are not limited to, group projects to open ended response questions that test students' knowledge of the content and their analytical skills.

Technology

The Common Core State Standards have introduced a new level of rigor for students. Although the CCSS requires students to be fluent in technology, it is not a skill that is apart from the standards. The technology we wish our students to master is an embedded part of our standards that asks students to use technology as a means to showcase what they have mastered within their learning. Some of the technology enhanced goals we wish our students to master while attending Voices Academy are to demonstrate proficiency in use the use of computers and applications, responsible use of technology, the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.

There are significant ways that technology will assist Voices Academy sustain its vision for student achievement and deliver on its mission's promise. Community members at Voices Academy are drawn by the Charter School's college-bound culture and by the prospect of language-- having their children growing up knowing two languages rather than one. We understand that by graduating bilingual, biliterate, and bicultural, their students will have advantages and pathways to opportunity when navigating the world in their futures.

However, as the world becomes increasingly connected by technology, there needs to be a "third language" that is integral to the fabric of our school: the language of technology. There is huge potential at the intersection of technology and this community's commitment to language, and we will capitalize on this. Students at Voices Academy does not only demonstrate fluency in Spanish and English, but also fluency in technological skill, in order to possess the knowledge, skills, and confidence needed to successfully navigate their educational journeys. Voices Academy provides that "third language" instruction by devoting time and energy to considering the purpose, value, and function of technology within the context of our school. To many, especially in the community we intend to serve, technology is a foreign language. We will create meaningful opportunities for our students to engage with technology in a way that's going to allow them to find their own voices while pushing their critical thinking.

Goals and Objectives of Technology Integration

- Communication - use technology to expand students' options for expressing their work and their thinking
 - Writing
 - Presentation skills
- Inquiry
- Engagement
- Differentiation and Personalization
- Critical thinking & Problem Solving
- Creativity

Figure 1.5 – Basic Technology Integration Classroom Model

	<u>Elementary (K-5)</u>	<u>Middle school (6-8)</u>
<u>Model</u>	<ul style="list-style-type: none"> • <u>Technology centers, during both literacy and math rotations</u> • <u>Use of laptops during Enrichment 1x/week</u> 	<ul style="list-style-type: none"> • <u>Each period will be partially whole-class instruction, partially differentiated groups (some students with teacher and others on laptops)</u>

Enrichment

Students rotate through cycles of enrichment activities (during mid-day block) throughout the year based on their grade level. These non-core courses are directed by Associate Teachers or expert consultants and may include such activities as Fitness Club, storytelling, Brazilian drumming, keyboarding, piñata making, salsa dancing, etc. Throughout the year, many of these activities will be coordinated between the instructor and classroom teacher to integrate into UbD units and classroom themes.

Other Subjects
~~Health, Physical Education, and the Arts curriculum will follow the respective California Subject Matter Frameworks. Besides being incorporated into the core curriculum and exhibition projects, students receive specialized instruction by artists and other professionals in residence during block scheduling. Art as content (visual arts, dance, music, and theater) rather than simply activity will be emphasized. Physical Education as content will also be the focus (health, nutrition, sportsmanship, rule of the game and exercise).~~

Results Matter

Student Assessment and Mastery

Across the curriculum, teachers will employ both authentic and more traditional assessments of what students know and can do to ensure that students are prepared for the rigors of higher education.

Voices Academy will utilize fall, winter and spring cumulative interim assessments based on standards (ELA, math, reading- English and Spanish, writing- English and Spanish, Science, as well as diagnostics in K-2). After each assessment, teachers will analyze the data and complete an Assessment Analysis and Instructional Plan to map out further instruction and re-teach strategies (See Appendix P for sample ROCI Analysis and Plan sheet). This analysis focuses on the reasons behind wrong answers- that is, concept, vocabulary, or skill. Each assessment is followed by a re-teach period during which teachers have the opportunity to target whole group, small group or individual classroom instruction for any standards students have not mastered. Students needing additional support are referred for school interventions. All data is stored and disaggregated by the administration which further measures year-to-year gains and losses.

Comment [V5]: Pasted from p. 26

Results Oriented Cycle of Inquiry ("ROCI")

As teachers, we need to learn about what works for our students rather than rely on our prior knowledge of what works for other students. Our goal is to tailor effective instruction for our students based on the facts. Teachers meet to plan, teach, assess and then analyze and reflect. Twice a year, all teachers meet to assess and analyze data in relation to goals and benchmarks in a forum facilitated by the principal and instructional coach. Teachers also take this time to do cross-grade level articulations, share success and failures, fine tune best practices through professional development and make curricular decisions through a shared decision making process. This three day process is then followed by planning sessions and the cycle continues.

Professional Learning Communities (PLC)

Essential Components

The founders of Voices College-Bound Language Academies, the nonprofit public benefit corporation that operates Voices Academy, saw a need to create a Professional Learning Community ("PLC") in which teachers could create a truly collaborative environment. The PLC affords teachers the opportunity to work with like-minded individuals with an undying commitment to professionalism, collaboration and constant learning. Voices College-Bound Language Academy is a school based on best practices, innovative initiative and the search for excellence. The Charter School school strives to make teaching public by inviting the community and other educators and teachers to observe and learn from us. Likewise, we seek out best practices from the educational community.

Teachers at Voices College-Bound Language Academy are drawn by the opportunity to work with like-minded individuals with an undying commitment to professionalism, collaboration and constant learning. Teachers will actively and enthusiastically participate in a Professional Learning Community (PLC). According to Dufour (2005), "teachers in a professional learning community engage in continuous inquiry about teaching. They are researchers, students of teaching, who observe others teach, have others observe them, talk about teaching, and help other teachers. In short, they are professionals." A professional learning community can be characterized by:

- Shared Mission, Vision, Values and Goals
- Collective Inquiry
- Collaborative Teams

- Action-Research Orientation
- Continuous Improvement
- Results Orientation

The PLC is supported by our professional development model, opportunities for daily teacher collaboration/planning, and coaching by the principal who serves as the Charter sSchools instructional leader.

Comment [V6]: Pasted from p. 36

Micro and Macro Grade Level Planning

New Teacher Training

New teachers to Voices Academy will spend two to three weeks immersed in professional development ("PD") facilitated by the principal, coach, and experienced teachers. This time is allocated to introduce teachers to our shared practices, expectations, and culture. New teachers read research, learn how to implement strategies, and are familiarized with school curriculum and resources. These weeks culminate in a two-day practice where teachers implement their newly learning strategies in a classroom setting and receive real-time coaching and peer feedback afterwards.

Summer Professional Development and Retreat

In addition to regular school year professional development, all teachers also engage in a two week summer retreat/in-service. This time is dedicated to understanding and fostering school culture, explicitly stating high expectations for all, curriculum mapping, scope and sequence development, unit development, standards deconstruction and to other yearlong school wide planning. Grade level teams and the faculty as a whole bond and develop into strong units which support each other through the year. Please see Appendix L for sample Summer PD Schedule and Appendix M for Sample Monthly Plans.

Grade level Team Collaboration

When the Charter School is first opened, Voices Academy teachers met more frequently for professional development with the principal across grade levels. As the Charter School grew and teachers were better able to deconstruct standards, teachers were given more time to work with their grade level teams to talk about data and look at the results of the learned practices.

As the Charter School matures and teachers acquire a greater need for grade level planning, more and more time will be dedicated to data meetings. The Data Meeting Reflection Sheet will allow team members to maintain a clear focus on that day's objective. The data sheet is a trustworthy companion to the data meeting. These reflection sheets are turned in to the principal daily who analyzes them for patterns or difficulties that need to be addressed during professional development times or for teams needing extra support so that he/she or a coach can support more intensely.

Teachers also create common assessments within grade levels in order to analyze the results of specific teaching practices from classroom to classroom and drive conversations about how to improve across the grade level. Discussing the "How" in instruction is a common

topic of conversation in data meetings. The data reflection document serves as a guide to allow teachers to question not only what does not work in the classroom, but deeply discuss what does work in the classroom. The data meeting and reflection sheet encourages colleagues to ask themselves why they are, or are not getting results in their own classrooms. Teachers are open to stepping outside of their comfort zone to make their practice more effective

Mid-Day Block

Teachers at Voices Academy have the unique opportunity to grow as professionals and to develop as leaders. Teachers are provided with one hour of professional development or team collaboration (data meetings) four times per week and with one hour of prep time per week. This award winning professional development model called mid-day block was developed by Peggy Bryan, founding principal of Sherman Oaks Dual Language Charter School in San Jose, California. Grade level meetings, prep time and professionals development happens on a daily basis during this time. Mid-day block not only affords teacher with the time needed to learn and collaborate as professional that has been proven to directly correlate with high student achievement, but also provides time for student intervention and enrichment activities.

College/Professional Orientation

Character Education and College-Bound Focus

On My Way to College!

Students of color, in particular, need to focus on higher education at an early age. Nationally, only twenty percent of Latino adults have a postsecondary degree, compared to 36 percent of all U.S. adults. In California, only 16 percent of Latino adults over 25 have an associate or bachelor's degree, compared to 38 percent of all adults in that age group⁵. Students of Voices College-Bound Language Academy need to have a realistic plan, be academically prepared to take on opportunities, and be prepared to overcome any obstacles that stand in their way. Voices College-Bound Language Academy prepares students for higher education and high quality career from the start of their elementary career. With the motto "Find your path and plan for the future!" Voices College-Bound Language Academy will make it known that it's never too early to plan for your future.

A coordinated K-8 curriculum helps students develop work habits, skills for working with others, communication and presentation skills and the ability to produce quality work through their years in school. The link between school-based learning, higher education and professional careers will be highlighted.

Through year-long specialized career studies curriculum called Pathways, students see the connection between their current learning and future work. The curriculum is based on career majors and connecting school work and learning with the future. The campus culture promotes a college education as a matter of "when" not "if." This is built into the school culture and Pathways curriculum. In the upper grades further emphasis is placed on more specific goals for college and careers.

Character Development

⁵ <http://www.nbcnews.com/news/latino/latino-college-compliance-rates-low-despite-enrollment-n80326>

Voices Academy Qualities for Success

Character development is meant to promote self-control and self-confidence. Through the development of character, students learn how to become active participants in a community, to understand their rights and to enthusiastically fulfill their responsibilities as members of society. To do this we incorporate a program to nurture and develop relationships among the school community. Students are also held accountable to respect our Five Personal Rights: I have the right to feel safe, I have the right to learn, I have the right to celebrate my accomplishments, I have the right to be heard, and I have the right to be myself.

The goal is to translate negative risk behaviors into positive action strategies thereby increasing a student's prospect of acquiring the fundamental social skills necessary for school success while avoiding disciplinary referrals. The aim is that strength, courage, health and knowledge will emerge for all students who are nurtured and supported. Therefore, students learn that there are logical consequences for poor decisions. The discipline system will be grounded on the notions of personal responsibility and restitution. For instance a child who has hurt another child may have to apologize, call and let his/her own parent know what he/she has done, aid in care for the child otherwise spend time helping the other child. We believe that parents and school must work together as a team and united front to insure success for students. For that reason, teachers and administrators will communicate school violations to parents. Students who habitually violate rights may result in a Student Success Team Conference with the teacher, parent child and administrator. At that time, a Student Behavior Success Contract will be developed and available support services will be shared and recommended to the parent. The focus will be on helping the student exercise self control and experience success. Parental consent shall be obtained for any psychological student services program participation. In addition to fostering good citizenship, Voices Academy promotes respect for diversity of all people. Students learn that while differences exist, all human beings ultimately have a right to respect and dignity. Students also learn that diversity and culture come in all shapes and sizes and include but are not limited to race, ethnicity, nationality, language, gender preference, sexual orientation, religion, and ableness. Moreover, diversity and multiple perspectives will be evident in both content and literature. Students learn how to judge information through a critical lens. That is, learn how to ask themselves essential questions like, "Whose perspective is this? "Is there is another point of view?" and "What do I believe about this?"

Comment [V8]: Pasted from p. 8-9

Advisory

Middle school tends to be a challenging period where students benefit from the guidance and support of an adult they connect with and trust. At Voices Academy, advisory is not only about helping students adjust to school, but also about creating and encouraging a sense of belonging while developing the six pillars of character (respect, responsibility, caring, citizenship, trustworthiness, and fairness), promoting academic success, developing leadership skills, and exploring life goals.

We use different resources to facilitate powerful discussions and meaningful activities, but also make it a personal affair by encouraging students to share their personal experiences, thoughts, and perspectives, all in a positive environment. Students are given the opportunity to celebrate each other's accomplishments, to reflect on their mistakes, to set personal goals, to work on their communication and organizational skills, to develop the skills necessary to

form strong positive friendships, to grow as leaders, to develop a sense of self and community, to learn about conflict resolution, to laugh with one another, to play with one another, and to learn from one another.

Student of the Month, Character Counts! and Character Violation Tickets

Once per month teachers nominate one student from their class as Student of the Month. This student exemplifies and embodies the character trait being highlighted that particular month. The teacher will write up an accolade to the student which is read by the principal at Plaza and the student receives an "on my way to college" shirt that he or she can wear as part of his or her uniform. The student's picture and accolade also is posted on a wall of fame on the school site.

Every staff member at Voices Academy can pass out Character Counts! and Character violation tickets. The Character Counts! Ticket is given when a student is "caught being good" or for exemplifying one of Voices Academy values. This ticket can then be entered in a raffle for a small prize at Plaza (described below). Parents are encouraged to praise their child for remembering to be a good citizen. The Character violation ticket is given out if a student is found to have violated one of Voices Academy values. Parents are encouraged to engage in a decision about making better decisions if their child brings this home.

School-Wide Behavior System

The goal of the school-wide behavior system is to translate negative risk behaviors into positive action strategies thereby increasing a student's prospect of acquiring the fundamental social skills necessary for school success while avoiding disciplinary referrals. The aim is that strength, courage, health and knowledge will emerge for all students who are nurtured and supported. Therefore, students learn that there are logical consequences for poor decisions. The behavior system is grounded on the notions of personal responsibility and restitution. For instance a child who has hurt another child may have to apologize, call and let his/her own parent know what he/she has done, aid in care for the child or otherwise spend time helping the other child. We believe that parents and school must work together as a team and united front to insure success for students. For that reason, teachers and administrators will communicate school violations to parents. Student habitual violation of rights may result in a Student Success Team ("SST") Conference with the teacher, parent child and administrator. At that time, a Student Behavior Success Contract will be developed and available support services will be shared and recommended to the parent. The focus will be on helping the student exercise self-control and experience success.

Plaza Comunitaria

Voices Academy students and staff will regularly gather for community-building and character development time we call Plaza Communitarian, or Plaza. This is an opportunity for whole-school culture and climate building. Plaza typically includes character development via Voices Academy values and characteristics of great citizens (In lak'ech, activism, Si Se Puede, Scholarship, perseverance, conscientiousness), birthday celebrations, class college cheer competitions, Student of the Month acknowledgement, Good Character Ticket recognition, teacher skits focusing on a range of topics from safety to class motivation, -student performances, and music. Typically, we will alternate the language of

facilitation between English and Spanish week to week and parents are always welcome and invited to attend.

Plan for Students who are Academically Low Achieving

A Sstudents who have been academically low achieving is defined as any student scoring below proficient not meeting standards on the CST California testing system CAASPP, or scoring less than 80% on any interim or formative assessment, or not meeting Big Goals (see Appendix N for Sample Big Goals). The ultimate goal at Voices College-Bound Language Academy is to focus on prevention, intervention and acceleration for all students. Because we believe that all children can learn at high levels, alternatives and support services within the educational environment are provided for all students not meeting desired outcomes. We have created an environment in the classroom that is risk-free and developmentally-oriented.

It is ~~also our~~ also our objective to close the achievement gap. In order to do this, student learning must be accelerated at every level. ~~It is our belief that the vast majority of low achievement students is due to a lack of exposure and challenges, not ability. Therefore we provide more instructional minutes than required each school year.~~ Furthermore, our approach is diagnostic in nature with appropriate targeted academic interventions offered primarily during the block schedule. Together, the Student Services Manager, Intervention Teacher and Educational Specialists will form a team (that reports directly to the principal and communicates with parents) that coordinates services and schedules for ELs, low and high achieving students, students with Individualized Education Programs (“IEP”) and 504 Plans, SSTs, etc. Additionally, Voices College-Bound Language Academy has a variety of student support services ~~(support groups, character development, differentiated instruction, and parent education)~~ for students who are academically low achieving and will augment and add necessary services as the student needs indicate. and continues to augment and add necessary services as the student needs dictate and funding sources allow (see appendix E).
Intervention

~~For those students who do not achieve academic school determined or standardized test benchmarks through the mainstream educational program, the following interventions may be offered:~~

Response to Intervention

Response to Intervention (“RtI”) is a process that provides intervention and educational support at increasing levels of intensity based on the students’ individual needs. The goal is to prevent academic and behavioral problems and intervene early so that students can be successful. The RtI process has three tiers that build upon each other. Each tier provides more and more intensive levels of support. Tier I includes high quality instruction in the general education classroom including differentiation (See Appendix O for current best practices) and use of diagnostics (see Multiple Measures section below). Tier II includes additional targeted, supplemental instruction/interventions and includes the SST (Student Success Team) process. Tier III includes such supports as intensive interventions, IEP or 504 plans. The Charter School will develop and implement interventions to meet the individual needs of students. See Appendix P for RtI pyramid.

Student Success Team Meetings

Any student requiring additional support ~~in~~ and/or challenges (low achieving, behavior, high achieving) may be referred for an SST by the teacher or requested by a parent. ~~All Voices Academy teachers are instructed regarding how to submit and follow up on ST paperwork. First t~~ The teacher gathers evidence about the student and makes adaptations and modifications for the child in class. ~~If further information or modifications are required, t~~

The teacher submits a SST referral folder to the principal. After observations by the principal or coach and any required testing (~~such as speech~~) or document collection, the SST team, usually made up of the student's teachers, parents, and the principal, convenes for the first time. The team brainstorms strategies for supporting the student both at home and at school and decides upon a date for the second SST team meeting, by which time all strategies or action items are to be implemented or completed. At the ~~subsequent second~~ SST team meeting, the team decides whether the student has made satisfactory or unsatisfactory progress. If the progress is unsatisfactory, the SST team continues to meet regularly until the student does not need further support. This cycle continues as needed, with other interventions being tried as needed (reading intervention, math intervention, modifications, challenges, behavior contracts, etc.). ~~If the progress is unsatisfactory, the student is referred to the special education staff and SPED assessments are implemented, and the team is concerned of a suspected disability, the parent shall be offered an assessment plan for evaluation for student eligibility under IDEA.~~ After testing, the student is determined to be eligible or ineligible for Special Education services. Eligible students receive IEP goals and appropriate services are provided. Ineligible students may continue the SST process again or assessed for 504 eligibility if warranted.

Interventions

These noncore, noncollege preparatory classes are taught by trained staff supervised by a credentialed teacher. Block schedule

Skill specific classes are scheduled to meet the precise needs of the child. Classes range from phonemic awareness to guided reading to vocabulary development to number sense. Students are recommended by teachers based on academic performance. Upon referral, students are given an assessment, such as a running record, spelling inventory or phonemic awareness test to determine the specific skill deficit. ~~These non-core, non-college preparatory classes are taught by trained staff supervised by a credentialed teacher according to California Education Code 47605-(b)(5)(E).~~ Classes are limited to small groups of students running on four week cycles. At the end of the four weeks students are given a post test. Students that show proficiency levels based on pre and post-test are excused from the class. ~~and return to regularly scheduled enrichment activities.~~ Classroom teachers meet with an instructional coach and any other pertinent experts to learn how to support and monitor the student. Students who have not yet reached a proficient level are placed in another appropriate class. Students will be seen at the least disruptive time of the day in consultation with the teacher and the parent.

Reading Intervention

The Voices Academy reading intervention program is available to any student identified as needing extra support in reading (offered in both English and Spanish). Priority is given to students needing support in their native language with support given to students in their second language as space is available. Students are referred for intervention through the SST process as well as by teacher referral during the ROCI cycles at each benchmark. They are monitored on a weekly basis to determine whether they are ready to exit or change groups. Students are seen on a daily basis from between 20 and 30 minutes in a small group setting (1-6 students) at their instructional level and with other students who have the same objectives. The goal is to have students pass a minimum of one reading level every 4-6 weeks.

Voices Academy uses the Fountas & Pinnell Leveled Literacy Intervention (“LLI”) Program for all English reading intervention and a similar format with guided reading books for Spanish reading intervention. Lessons are multi-faceted and include any or all of the following components based on student need: comprehension skills, fluency practice, word work, vocabulary development and writing. Each student has an individual goal sheet with prompts and objectives specific to their needs and the student, classroom teacher and parents each have a copy as well. The reading intervention specialist works closely with the student's classroom teacher, parents and the education specialist (SPEDspecial education students) to ensure goals and objectives are aligned across the student's day.

Math Intervention

The math intervention program at Voices Academy has two parts; for kindergarten and first grade students it is a small group environment focused on beginning number concepts and for second through eighth grade students it is a computer-based program such as Dreambox. Students are referred to math intervention in the same way as for reading intervention, through the SST process, as well as at each ROCI cycle. Students in primary math intervention typically receive 15-20 minutes of small group instruction daily. It is focused on hands-on activities using manipulatives. Students work primarily on basic number concepts such as counting, ordering and comparing numbers.

In second through eighth grade, students use the computer based program for a minimum of 15 minutes per day. This program is intuitive and adjusts automatically to students' needs. It covers a wide variety of mathematical concepts and provides tutorials, practice and assessment for each identified skill a student is working on. Students are monitored for progress on skills and standards mastery on a weekly basis by the Intervention Specialist and classroom teacher.

Summer School (skill specific)

Any student ~~that had~~who has not met Charter School determined benchmarks, (at least 80% on interim assessments scored at least proficientmet standards for at least two consecutive years on state standardized testthe CAASPP, or requires Extended School Year per his or her IEP will be eligible for summer school. Based on diagnostic assessments, and teacher or SST recommendation, students are placed in skill specific classes. Summer school runs for at least four weeks and is optional for recommended students.

Special Education support for eligible students
Students will receive support as outlined in their IEP.
Re-teach (whole school)

Time is devoted after each interim assessment for re-teaching if needed. Teachers plan to re-teach not yet mastered ~~power~~ standards to students in small groups or on an individual basis. Teacher plan alternative methods and strategies to deliver instruction to accommodate students that may need material presented in alternative manners.

Counseling

The Dean of Culture helps Voices Academy families locate the services they need. The Dean of Culture compiles a community referral resource in order to direct families that require services. The Dean of Culture connects families to food banks, counseling, and other community resources. After locating the appropriate resources, the Dean of Culture makes follow-up phone calls to ensure the family is able to, and continues to, access that resource.

Furthermore, it is estimated that nationally, 75%-80% of children and youth are in need of mental health services but do not receive them because diagnoses are not made or they don't qualify for diagnosis.⁶ Since emotional distress can interfere with academic success, Voices Academy identifies students which are in need of life/social skill training or Cognitive-Behavioral Therapy primarily through the SST process and referrals from parents and teachers. Counseling services are provided with parental consent on-site by appropriately licensed counselors.

Supplemental Interventions

~~❖— Tutoring~~

~~Eighth grade students who have chosen tutoring as their service learning project and parent volunteers will have formalized training to tutor students for half an hour before or after school in core academic subjects. The tutoring will be supervised by staff members.~~

Formatted: Normal, Indent: Left: 0.35", No bullets or numbering

~~❖— Homework phone buddies~~

~~Eighth grade students who have chosen homework center as their service learning project will call their buddy every night to make sure they have started their homework. Students will continue to have a homework buddy until they have had two weeks of completed homework successfully turned in.~~

Formatted: Normal, Indent: Left: 0.35", No bullets or numbering

CORAL Program Communities Organizing Resources to Advance Learning

The CORAL after school program consists of literacy, snack time, enrichment, and homework help. The program runs every day school is in session and prioritizes

⁶ <http://pages.presencelearning.com/rs/presencetelecare/images/PresenceLearning-Jordan-Wright-Webinar-Slides.pdf>

enrollment for at-risk students as referred by teachers.

~~Success Center~~

~~Parent volunteers and eighth-grade students who have chosen The Success Center as their service learning project will be formally trained to run a homework center during morning recess, under the supervision of a staff member. Any student who has not completed his/her homework from the previous night will be required to receive help in the center and assigned a homework buddy.~~

~~Mentoring~~

~~The student liaison and teaching staff are responsible for mentoring at least two students each year. Students can be referred by teachers or parents because of low achievement, social or behavioral needs. If there are more referred students than staff, a priority list based on need will be established by the principal.~~

~~Mentors will regularly make weekly contact with their mentee during school hours and provide moral support. Mentored students violating a school right or not doing his/her own personal best on any assignment or assessment will be sent to talk to their mentor. On the contrary, any student who exhibits exemplary behavior or exhibits commendable efforts or success on any academic assignment or assessment will be sent to share the information with their mentor. Mentors will publically acknowledge students accomplishments during school-wide vents and gatherings.~~

~~Progress reports~~

~~Any student who is below grade level or at risk of failure by the first conference period are put on a progress plan. Parents receive regular reports from teachers which must be signed and returned the following day. Failure to return the form may trigger a call home by an administrator or designee for follow up.~~

Plan for Students who are Academically High Achieving

Voices College-Bound Language Academy is committed to the acceleration of learning for all students. Therefore, all students achieving above grade level as measured by multiple measures including: (CAAS, APP, interim assessment (above 90%), regardless of GATE designation, reading levels in English or Spanish (at least a grade level ahead), teacher and parent observation, etc.), and preferably through the SST process, will receive appropriate academic extensions/enhancements within and outside the classroom. Parents are kept Teachers informed by the same methods for any other student (report cards, 1-1 communications, etc.) as well as participating through the SST process. The nature of the dual immersion program itself offers challenges to all students because they are learning a second language, or in some cases, even a third language. —will designate any modifications they are making for students who are academically high achieving on the lesson plan form. Enrichment activities and exhibition projects also provide opportunities for academic challenges. Several other ways that Voices Academy challenges high achieving students is accomplished through:

- Differentiation
- Personalized blended learning opportunities

- Projected based-learning challenges
- Leadership challenges and opportunities

Moreover, the nature of the Voices Academy program provides a built-in challenge for students since learning a second language is an expectation for all.

Plan for English Learners

Overview

Voices College-Bound Language Academy ~~will~~^s meet all applicable legal ~~requirements~~^s ~~for requirements for~~ English Learners (“EL”) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements, and voluntarily convenes an English Learner Advisory Committee (“ELAC”). The Charter School ~~will~~^s implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment³ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California (“ELPAC”), when it replaces the CELDT.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to

evaluate the pupil's curriculum mastery.

- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- ~~The Voices Academy English Language Development (ELD) Report Card will be used by teachers to measure English language progress.~~

Reclassification Monitoring

The Principal or designee shall provide subsequent monitoring and support for reclassified students, including but not limited to monitoring for three years the performance of reclassified students in the core curriculum in comparison with their native-English speaking peers, monitoring the rate of reclassification, and ensuring correct classification and placement.

Assessment

Besides the annual CELDT and the assessments administered to all Voices Academy students, ELs are all assessed in a variety of additional ways. ELD teachers use formative and summative assessments in class that not only include recently learned material, but that spiral what was previously learned. These assessments include assessment within the four language domains of speaking, listening, reading and writing. Furthermore all teachers use classroom observations and student work to assess mastery of content. And finally, ELs are assessed at benchmark periods using such assessments as California English Language Development ("CELDT"), A Developmental English Proficiency Test ("ADEPT") and LAS Links online which collectively assess expressive and receptive language within the four domains. Individual and class progress is monitored and analyzed as described in the Results Matter section.

Parent Participation and Communication

All parents are active participants in the education of their child at Voices Academy. However, parents of ELs are kept informed of their child's progress and issues relating to ELs in a variety of additional manners. These include the ELD report card, ELAC meetings, language development workshops, and SST meetings (when applicable). Parent Placement Notifications and RFEP procedure. Communications between parents and the Charter sSchool is further facilitated by the Student Services Manager.

Strategies for English Learner Instruction and InterventionProfessional Development and

Teacher Qualifications

In addition to ~~specialized certificate or other appropriate training which teachers of EL students possess as required by Voices and the~~ possessing appropriate Commission on Teacher Credentialing, included but not limited to CLAD/BCLAD certificates, teachers are trained to use appropriate differentiated instruction such as SIOP and Systematic ELD to help students reach English language proficiency. This may include in-house, or external professional development, as well as observation of peers. Furthermore, they receive feedback from the principal, coach and colleagues on a regular basis based on lesson plans, observations and training videos throughout the year.

Strategies for English Learner Instruction and Intervention

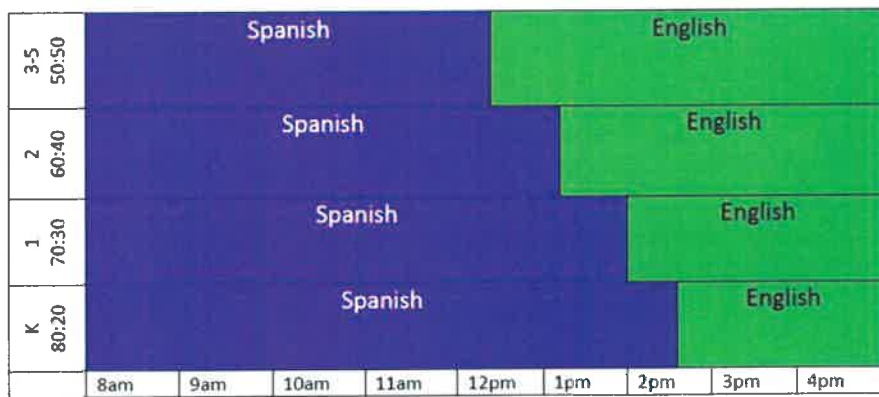
~~Firsts and foremost, Voices College-Bound Language Academy's two way-dual immersion program is a rigorous academic program in which the target language (Spanish) is used as the vehicle of instruction. Monthly thematic units integrate the curriculum, making the target language more meaningful to the students and provide the students with enough exposure to practice, use and extend his/her vocabulary. These units include components in both English and Spanish. Teachers provide the student with enough exposure to practice, use and extend his/her vocabulary in English and Spanish.~~

~~Teachers engage students in active participation activities requiring responses in the target language. Hands-on, minds-on classroom projects provide additional opportunities for students to use the target language. Teachers use a reciprocal-interactive approach and cooperative learning techniques to encourage students to interact with one another in the second language. Furthermore, teachers use SIOP® strategies to plan and deliver instruction in all academic areas to make content comprehensible and accessible to all students (see Appendix C). Voices Academy language allocation model is as follows:~~

- ~~Kindergarten 80/20:~~
All subjects taught in Spanish;
20% daily structured ELD for ELL's;
20% daily ELA Instruction for English Proficient students
- ~~First Grade 70/30:~~
Reading, Language arts, Math and Social Studies taught in Spanish;
30% of instructional time taught in English (60 minutes of ELD for ELL's and ELA for English proficient students plus Science for all students)
- ~~Second Grade 60/40:~~
Reading, Language Arts, Math and Social studies taught in Spanish;
40% of instructional time taught in English (60 minutes of ELD for ELL's and ELA for English proficient students plus Science for all students)
- ~~Third Eighth Grade 50/50:~~
Reading, Language Arts, Math, social Studies and Physical Education taught in Spanish;
50% of instructional time taught in English (60 minutes of ELD for ELL's and ELA for English proficient students plus Science and Social Studies for all students)
- ~~PLUS Daily Enrichment Activities:~~
All students receive 50% of yearly enrichment classes in English and 50% in Spanish.

Comment [V9]: Pasted from p.9,16

Figure 1.6 – Dual Immersion Model



Formatted: Font: 12 pt, Bold, Font color: Black

Middle School 50:50
50% of yearly instruction in Spanish and 50% English
in Science, Social Studies, Math and Writing

Formatted: Font: 12 pt

Furthermore, SIOP, a sheltered approach to make content accessible at high levels for all language learners, is implemented in all content areas. Sheltered instruction (“SI”) is an approach to teaching that extends the time students have for receiving English language support while they learn content subjects, while focusing on language skills. Teachers scaffold instruction to aid student’s comprehension of content topics and objectives by adjusting their speech and instructional tasks, and by providing sentence frames and language focus for all levels of language proficiency, and by providing appropriate background information and experiences. The ultimate goal is accessibility for ELs and SLs to grade- level content standards and concepts while they continue to improve their English language proficiency.

Comment [V10]: Pasted from p. 16

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

In addition to specialized certificate or other appropriate training which teachers of EL students possess, teachers are trained to use appropriate differentiated instruction such as SIOP and Systematic ELD to help students reach English language proficiency. SIOP was developed to provide teachers with a well articulated, practical model of sheltered instruction. Its effectiveness was validated by a research study conducted through Guarino, et al (2001), who determined that it was a highly reliable and valid measure of sheltered instruction.

Foremost, Voices College-Bound Language Academy meets the needs of English Learners by implementing a Two-Way Dual Language Program. Dual Language Programs are the only English Language Development models found to assist students to fully reach the 50th percentile or above in both their primary language (L1) and second language (L2) in all subjects; and, to maintain that high level of achievement and to reach even higher levels through the end of K-12 schooling.⁴ Research findings demonstrate that a quality dual language program must include all of the following instructional components to reach these results.⁵

Socio-culturally supportive school environment

Incorporation of multicultural themes into instruction and materials, including student's values and ways of learning.

Additive bilingual environment

Ensuring all students maintain their home language while acquiring a second.

Positive and reciprocal instructional climate

Supporting all learners to reach high academic achievement while nurturing and supporting them. Every adult is committed to the belief that all children can learn at high levels. Students work collaboratively and are both teachers and learners.

Cross-cultural components

Celebrating diversity in all its forms.

Voices College-Bound Language Academy offers an 80:20 Dual Immersion model. The 80:20 refers to 80% of instruction in Spanish and 20% of instruction in English in Kindergarten. The percentage of English instruction increases by 10% per year until reaching 50:50 in third grade. Thereafter the 50:50 model remains in place until 8th

⁴ California Department of Education;

<http://www.cde.ca.gov/sp/el/ip/documents/twbi.ppt#256.1> Two-Way Bilingual Immersion-Improving Educational Opportunities for All Students

⁵ Lindholm-Leary, Kathryn (2001) Dual Language Education. Clevedon, Multilingual Matters LTD.

grade. The highly-regarded longitudinal research of Wayne Thomas and Virginia Collier (see Appendix F) states:

One-way and two-way developmental bilingual education programs (or dual language, bilingual immersion) are the only programs we have found to date that assist [ELL] students to fully reach the 50th percentile in both L1 (primary language) and L2 (language being learned) in all subjects and to maintain that level of high achievement, or reach even higher levels through the end of schooling. The fewest dropouts come from these programs.

Dual immersion programs were the only program models that closed the achievement gap even when taking into account high student mobility, English language acquisition, ethnicity and parent education levels and SES.

Bilingually schooled students outperform comparable monolingually schooled students in academic achievement in all subjects, after 4-7 years of dual language schooling.

Native-English speakers in two-way bilingual immersion programs maintained their English, added a second language to their knowledge base, and achieved well above the 50th percentile in all subject areas on norm-referenced tests in English. These bilingually schooled students equaled or outperformed their comparison groups being schooled monolingually, on all measures.

In addition, more recently, the California Department of Education commissioned and published a report outlining the significant progress in the field of English Language learner education. The intent of this report was to gather the most prominent researchers in the field of English Language learning to offer a comprehensive review and analysis of the strongest research evident currently available to inform instructional practices for English learners. The report cites the following benefits of a dual language education⁶:

Globalization: Educational programs that afford students opportunities to acquire English and other languages and to become familiar with other cultures are better suited to offering graduates a premium in the global village.

Neurocognitive Advantages: A bilingual advantage has been demonstrated consistently by individuals competent in completing tasks or solving problems when competing information is available.

The Home language Advantage: English learners with advanced levels of competence in certain aspects of the home language demonstrate superior achievement in English Literacy compared with English learners who lack or have lower levels of competence in these home language abilities.

Comment [V12]: Pasted from p. 23-24

6 Improving Education for English Learners: Research-Based Approaches (2010)

Page

~~Schooling and Cultural Competence: Dual language programs provide students with communication skills and cultural awareness that facilitate intergroup contact and appreciation.~~

Serving Students with Disabilities

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act ("IDEA").

The Charter School is its own local educational agency ("LEA") and is a member of the Sonoma County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a).

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The Charter School will participate in the state's quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The Charter School will participate in internal validation review.

The Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

~~Voices College-Bound Language Academy shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the School shall be accessible for all students with disabilities in accordance with ADA.~~

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter school. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodations by ~~Voices College-Bound Language Academy and shall be accommodated~~ the Charter School.

~~Students suspected of having disabilities will be referred to a Student Study Team/504 Team (SST), made up of qualified persons knowledgeable about the student such as teachers, principal, specialist, and parents. The team will be responsible for 1) determine whether and what kind of general education interventions would assist the student, and/or 2) whether the student should be referred to the authorizing District for assessment for special education eligibility under IDEIA.~~

A 504 coordinator shall be named and team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

~~Voices College Bound Language Academy shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.~~

~~The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity such as learning, is eligible for accommodation by the Voices College Bound Language Academy and shall be accommodated.~~

~~Students suspected of having disabilities will be referred to a Student Study Team/504 Team (SST), made up of qualified persons knowledgeable about the student such as teachers, principal, specialists, and parents. The team will be responsible for 1) determining whether and what kind of general education interventions would assist the student, and/or 2) whether the student should be referred to the authorizing District for assessment for special education eligibility under the IDEIA.~~

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, **which will evaluate the nature of the student's disability and the impact upon the student's education.** This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purposes for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific area of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test

purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in the primary language along with the procedural safeguards available to them. If during the evaluation the 504 team obtains information indicating possible eligibility of the student for special education per ~~IDEA~~IDEA, a referral for assessment under the ~~IDEA~~IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers, and any other participants in the student's education, ~~including substitutes and tutors,~~ must have a copy of the student's 504 Plan. ~~The site administrator will ensure that teachers include the 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute.~~ A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Serving Students With Disabilities **Services for Students under the IDEA**

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintain the confidentiality of pupil records. See the manuals attached as Appendix Q and R.

The Charter School will promptly respond to all SELPA inquiries, to comply with reasonable SELPA directives, and to allow SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all SELPA obligations or imposed by law.

The Charter School shall participate as a LEA member of the Sonoma County Charter SELPA in accordance with Education Code section 47641(a) and shall make the following assurances in accordance with the Sonoma County SELPA:

Free Appropriate Public Education – The Charter School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school.

Child Find – The Charter School will ensure that all students with disabilities are identified through the proper evaluations designated by the SELPA and in accordance with the policies and procedure of the SELPA.

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Full Educational Opportunity – The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.

Least Restrictive Environment - The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student's IEP.

Individualized Education Program - The Charter School will assure that an IEP is developed, reviewed and revised for each eligible student under the IDEA. When appropriate, the IEP shall also include extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provisions of a free appropriate public education (FAPE). *Education Code 56345.*

IEP Meetings - The Charter School shall arrange and notice the necessary IEP meetings and shall provide translation services, reports, forms, and Procedural Safeguards as necessary. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: Principal and/or designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but not limited to, an appropriate administrator to comply with the requirements of the IEIA, a speech therapist, psychologist, resource specialist, and behavior specialist, and shall document the IEP meeting and provide of notice of parental rights.

IEP meetings shall be held yearly to review the student's progress; Every three years to review the results of a mandatory comprehensive reevaluation; After the student has received a formal assessment or reassessment; Within 30 days of a parent's request; When the Individual Transition Plan ("ITP") is required at the appropriate age; and if manifestation hearing is required.

IEP Development – The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the

decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation – The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP, and at least quarterly or as frequently as progress reports are provided for the Charter Schools non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Referral for Assessment – All referrals will be responded to in writing by the Charter School within 15 days. The Charter School will notify the SELPA of the assessment request within 5 days of receipt. Parents will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent. The assessment will be completed and an IEP meeting held within 60 days receipt of the parent’s written consent for assessment.

Assessments – The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition a reassessment shall be conducted at least once every three years, in accordance with the IDEA, and more often if conditions warrant or requested by the student’s parents or teacher. Parents will receive reports on their individual student’s progress toward IEP goals and progress at the IEP meeting and conferences.

Confidentiality and Procedural Safeguards - The Charter School will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.

Personnel Standards and Staffing – The Charter School will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services to children with disabilities as required by Education Code and IDEA. Professional development opportunities include special education compliance training as well as SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site or itinerant staff and agencies necessary to provide special education services to its students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. The Charter School will abide by all caseloads applicable to charter schools. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements.

State Assessments – The Charter School will assure that students with disabilities either under the IDEA or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. The assessments include, but are not limited to, the CST and/or NGSS (science), CELDT and/or ELPAC, CCSS tests (CAASPP/CAA), and Physical Fitness Test (PFT).

Notification and Coordination – The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services, confidentiality and reporting requirements as required by IDEA. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Interim and Initial Placement of New Charter School Students

For students who enroll in the Charter School from another school district outside of the SELPA with current IEP, the Charter School shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement in a new IEP, the Charter School shall implement the existing IEP at the Charter School, to the extent practicable or as otherwise agreed with the parent/guardian.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Reporting

The Charter School will collaborate with the SELPA to collect/maintain information required by IDEA and lists: age, grade, type of disability, EL status, and number of students receiving services, number of students receiving and types of test modifications and exemptions; setting of services, suspension data, and reasons for existing. All necessary procedures and accurate/timely reporting will be the responsibility of the Charter School Principal.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission to the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need, for special education services.

Parent/Guardian Concerns

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parents/guardians concerns or complaint.

Community Advisory Committee

The Sonoma County Charter SELPA Community Advisory Committee ("CAC") advises the local Special Education Local Plan Area as specified by the Education Code Part 30, Sections 56001, 56190-56194, 56195.7, 56195.9, 56200, 56205, 56240, 56728.7, and 56780.

The CAC advises the Sonoma County Charter CEO/Executive Committee and the SELPAs administration regarding:

- Planning and operation of special education programs in the Sonoma County Charter SELPA.
- Development and review of the Local Plan and recommend priorities to be addressed by the Local Plan.
- Assist in parent education.
- Increase public awareness and community acceptance of individuals with exceptional needs and to promote understanding of their educational and vocational needs.

The CAC collaborates with the local SELPA to ensure that the educational requirements of special education students are met. The CAC serves as a liaison between SELPA, the Charter School, families, community members, students, and teachers, so that all voices are heard. The organization may also provide consumer education, information, and referral to resources.

Due Process Hearing

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it is subject to the allocation plan of the SELPA.

In addition, the Charter School shall comply with the Sonoma Charter SELPA Local Area Plan and perform all corrective actions deemed necessary by the SELPA. The Charter School will develop an annual budget, hire necessary staff, contract for appropriate services and document the qualifications and competency of school leadership to meet the special education compliance and quality requirements.

The Charter School will work with the SELPA to provide professional development that builds the capacity of the special education and general education staff in the area of promising instructional practices, compliance with state and federal statutes, reporting requirements and use of instructional data. In addition, general education staff members will be provided annual professional development about practices that support the needs of special education students in the least restrictive environment, including differentiation modeling for both instruction and independent work, time allotment modifications, and venues of participation that accommodate all students, especially those with special needs as deemed by their IEP or SST support plan. In-house professional development for general education staff shall be provided by the Educational Specialist with support from the academic coach or the SELPA.

Implementation of Legal Requirements

The mission of the Special Education department mirrors the mission of Voices Academy itself; we believe that all students, regardless of special needs, given the appropriate support and accommodations, are capable of going to college and/or being gainfully employed.

The Special Education department is designed to meet the specific needs of students with challenges, and to do so in the least restrictive manner. We believe in the student's ability to fully participate within their general education classroom and remain with their peers, to the degree that educators and service providers see fit. Title 5 California Code of Regulations Section 80046.5 focuses on the teacher and the IEP to recommend the most appropriate placement and level of support (1-1 aide, Learning Center, push in, special day class, etc.) for each child with special needs. Credential holders who are authorized to serve children with disabilities must possess a credential that authorizes teaching the primary disability of the pupils within the special education class as determined by the program placement recommendation contained within the Individualized Education Program. A teacher must hold a credential to serve each of the disability categories for students in the class as set forth in the IEP. An IEP team may determine that, based on assessments and the goals in the IEP, an alternate placement may be appropriate (a teacher will hold a credential to serve each of the disability categories for students in the class as set forth in the IEP.) It is the Charter Schools' responsibility to determine how the special education services will be delivered. The IEP determines the student's needs and the rationale for the particular services and placement of the student. Various alternative placements are sometimes required to the extent necessary to implement the IEP for each child with a disability.

It is the role of the Charter School's Education Specialist, and the special education associate teacher, to provide academic services within the general education classroom through small group instruction, individualized instruction, collaboration with the classroom teacher, and other methods that assist students with different learning needs in achieving academically, if described in the IEP. Other needed services, and occasionally academic services, are otherwise provided within the Charter School's Learning Center, which is the central location for the Special Education department and the Education Specialist.

Voices College-Bound Language Academy uses a "push-in" an inclusion model to support students with learning differences. As with all our students, students with disabilities access and participate in a rigorous dual immersion program and are supported within the classroom via ~~by~~ strong pedagogy, with individual attention afforded by small group and individual classroom instruction and through our ~~-i~~ Intervention process). All students with IEP's are mainstreamed for the maximum amount of the day possible (least restrictive environment ("LRE")), as their IEP permits. A free, appropriate education ("FAPE") is provided to students with an IEP who cannot be served with a full inclusion model (moderate to severe) as necessary based on their individual need and may include, but is not limited to a 1-1 aide, or Special Day Class placement for all or part of the day. The Charter School will provide or secure such placements with the District or other entity through an MOU if necessary.

Voices College-Bound Language Academy adheres to all laws affecting individuals with exceptional needs, including all provisions of the Individual with Disabilities in Education Improvement Act of 2004 (IDEIA), its amendments, section 504 of the Rehabilitation Act

~~and the Americans with Disabilities Act ("ADA"). All students will be given equal access to the school, regardless of disabilities, and the School will not discriminate against any student based on his or her disabilities. The school shall not require the modification of an IEP or 504 plan as a condition of acceptance at the Charter School.~~

~~IDEA~~

~~Since its inception, the School has been deemed to be a public school of the District for purposes of special education pursuant to Education Code Section 47641 (b). A child with disabilities attending the charter school has received special education instruction and designated instruction and services, in accordance with the individualized educational program ("IEP") in the same manner as a child with disabilities who attended another public within the District.~~

~~Voices College Bound Language Academy shall remain, by default, a public school of the District for purposes of Special Education purpose pursuant to Education Code Section 47641(b). However, The Charter Schools reserves the right to make written verifiable assurance that is shall become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium by sending a letter of intent to FMSD District, current SELPA, SELPA(s) being considered and the CDE one year in advance of intended change.~~

~~So long as the Charter School operates as a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will annually update the Memorandum of Understanding ("MOU") between the school and the District, which shall delineate the respective responsibilities of the Charter School and the District with regard to the funding and delivery of special education and related services. Including:~~

~~❖ FMSD shall receive and retain all State and Federal special education funds due to the Charter School.~~

~~❖ FMSD provides special education instruction and related services to charter school students in the manner as provided to other students of the District.~~

~~❖ FMSD provides funding and/or services to the Charter School for any special education instruction or related services provided by the Charter School only to the extent and in the same manner as is currently provided to the other Schools of the District.~~

❖ ~~Voices College Bound Language Academy pays to the District a prorate share of District wide special education encroachment on the District general fund.~~

❖ ~~The District responds to complaints relating to special education services at Voices College Bound Language Academy in a manner consistent with its handling of complaints at its other school sites. Ultimate decisions relating to disputes resolution, including but not limited to the settlement of complaints, mediation, taking matters to hearing and retention of counsel rests with the District.~~

~~The School will adhere to all laws affecting individuals with exceptional needs, including all provisions of the Individuals with Disabilities in Education Act (IDEIA), its amendments, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act ("ADA"). All students will be given equal access to the school, regardless of disabilities, and the School will not discriminate against any student based on his or her disabilities. Voices College Bound Language Academy shall not require the modification of an IEP or 504 plan as condition of acceptance at the Charter School.~~

~~The School recognizes the importance of providing education opportunities to all students regardless of physical challenges or special needs. To that end, the school pledges to ensure that all the students enrolled in the School are served in accordance with applicable federal and state law. FMSD employees providing special education services to Voices College Bound Language Academy, such Resource Specialist, aide, paraprofessionals, psychologists, speech and language therapists, and occupational therapist, shall remain employees of the District.~~

~~Voices College Bound Language Academy and FMSD shall annually and in good faith negotiate and enter into a written agreement to more clearly specify the desired mix of special education funding and services to be provided. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code section 47646(b). The school and the District shall work in good faith to document the specific terms of this relationship and detailed roles and responsibilities in an annual memorandum of understanding.~~

A Typical Day in the Life of Voices Academy Students

A Day in the Life of a Kindergarten English-Only Student at Voices Academy

On Monday morning, Ruben takes his leveled books to his desk and begins reading while the teacher takes attendance. After his kindergarten class sings their Good Morning song in a circle and reads the Morning Message, Ruben and his classmates line up and walk to the cafeteria for Plaza. Ruben listens as the principal introduces the Character Trait of the month – Responsibility – and then, when the principal signals, he turns and tells his partner examples of how he can show responsibility. Then Ruben watches wide-eyed as pictures gives clues about which Spanish-speaking

country the Charter School's stuffed monkey is "visiting" this month. Ruben can't wait to tell his mom that one country can have so many different kinds of animals and plants. Each week, Plaza alternates between Spanish and English; even though this week was all in Spanish, and Ruben is an English Only student, he still understands the concepts thanks to visuals and opportunities to interact with peers.

Spanish Language Arts

Students leave the carpet, one at a time, once they have answered the teacher's exit slip about that week's phonemic awareness question. After Ruben comes up with a word that rhymes with the teacher's word, he goes off to get his small group's centers bin. He and his 3 partners will rotate through 4 activities in the next hour, and 4 different activities the next day, for a total of 8 different standards-aligned centers during the week. He and his classmates will practice reading and writing sight words with colored markers, coloring pairs of words that rhyme (according to the week's phonemic awareness goal), and a variety of other activities. Ruben likes the different hands-on activities that seem like games and challenges that he can do while interacting with his friends and all the while practicing speaking Spanish. His favorite is the iPad center where practicing sight words is fun! His teacher calls a few students at the beginning of each rotation to read at her desk. He always looks forward to the time of day when he can work in a small group with his teacher and learn to read fun, new books!

Math

After lunch and enrichment, Ruben enters the classroom and sits down in his carpet square, already looking at the white board to answer the warm-up questions. He eagerly raises his hand, sometimes waiting for the teacher to call on a student and sometimes sharing with his partner when the teacher declares, "Think-pair-share!" The warm-up questions completed, the class turns to the calendar, chanting months and days and numbers together. Then Ruben and his peers focus their attention on the teacher's math lesson for the day: the class is learning about addition this week, and after yesterday's lesson about drawing pictures to help solve a story problem, the class is learning how those pictures translate into equations. The whole math period has been taught entirely in Spanish, but Ruben hasn't missed a beat. Between talking to a peer, referring to visuals and manipulatives, and remembering what he's already learned from the week's naturally scaffolded objectives, English Only students like Ruben can grasp the concepts without trouble.

Recess

Ruben always looks forward to recess, when he can run and play with his friends on the playground. He loves playing freeze tag, or riding a tricycle around the sidewalk. It doesn't matter that he began the year only speaking English, or that many of his classmates began the year only speaking Spanish. After just a few months of kindergarten, all the students had learned from each other, easily picking up playground words in both English and Spanish. Ruben is with different students all the time, because after all, many games don't require too many words, as long as you can run fast!

Read-aloud

Recess is over, but Ruben isn't sad to return to the classroom. In fact, he can't wait to find out what book the teacher will read today. His class is in the middle of a project-based, month-long unit based on a Social Studies standard. The kindergarteners have been learning about who comprises their families, sharing family histories and origins, and studying photos and other artifacts to learn about their families' pasts. Ruben loves talking and sharing about his family - a topic very near and dear to

all his 6-year-old classmates - and he especially loved interviewing his grandpa and then telling the class how his grandpa didn't even have a computer, tablet, or cell phone when he was little. As Ruben listens to the story about a girl comparing her life to her grandparents' childhood, he can't wait to connect the story to his own experiences. Later in the afternoon, Ruben knows he'll get to write more about those connections as each student prepares a final project to share with his/her family at the school-wide Social Studies Night open house.

English Language Arts

At 3:00, Ruben gathers his things and walks to Ms. Perez's classroom with his fellow English Only students. While the English Learner students go with the other kindergarten teacher to study English Language Development, Ruben will get more practice with the week's Phonemic Awareness and Concepts About Print objectives in English. He sits on the carpet and reads the Afternoon Message, chants the letters, and plays a whole-class game to practice rhyming words. When they've finished, Ms. Perez gives each student a verbal exit slip: "Tell me a word that rhymes with mat." "Hat!" Ruben exclaims, bouncing off to his first independent work center.

A Day in the Life of a 3rd Grader with One-on-One Support at Voices Academy

Malcolm is a 3rd grade student at Voices Academy. Last year, he qualified for, and began receiving, Special Education services in order to address academic needs resulting from his specific learning disorder. Malcolm is currently receiving three hours of individualized academic support, provided by the Charter School's Education Specialist, the Assistant to the Education Specialist and by an appointed one-on-one aid.

Guided Reading

Following the classroom's 30 minute morning routine Malcolm, along with his classroom peers, transition into guided reading time. During this time, the majority of the students, who are not reading with Ms. Aguilar, begin working in their centers; these are stations throughout the class that address different academic content pertaining to current standards. Without additional prompting or support, Malcolm gathers his folder and a pencil and begins working at his given center. At this time, the Education Specialist, Ms. Gutierrez, enters the 3rd grade class and begins to set up a small group lesson, as Malcolm, and other students with similar academic needs, gather their belongings and sit near her. With Ms. Gutierrez, they work on multiplication. While this is something that has already been addressed by the classroom teacher, this is Ms. Gutierrez's opportunity to address the area again and ensure that Malcolm is given optimal time to master the concept. Malcolm is able use manipulatives, repeated addition, drawings and other multiplication strategies. Once his time with Ms. Gutierrez has come to an end, Ms. Aguilar summons his group to her guided reading table. The group takes their book and begins to discuss what they were expected to read the previous night.

English Language Arts with One-on-One Support

Once Ms. Aguilar's 3rd grade class returns from a snack break, they begin working on English Language Arts. Malcolm sits near the front of the classroom, next to another student who is also receiving academic services. Aside Malcolm and his peers is Ms. Hernandez, the assistant to the Education Specialist. Her role, during this time, is to co-teach alongside Ms. Aguilar. While the classroom teacher is addressing the whole class, Ms. Hernandez sits with Malcolm and other student and reinforces the content. Malcolm has passages read to him, instructions are repeated and differentiation is used. Malcolm, who has processing deficits and sensory motor integration needs, is

able to have Ms. Hernandez be his scribe for note taking and for writing time.

Academic Services

Following lunch, on non-enrichment days, Malcom has the opportunity to go to the Learning Center; this is a time set aside by the Education Specialist in which students receiving academic services are able to work on their IEP goals. Malcolm chooses to work on his fluency goal, and Malcolm reads a timed fluency passage to Ms. Gutierrez. As Malcolm is reading the passage aloud, Ms. Gutierrez is noting any errors and Malcolm stops reading when the one minute timer rings. They discuss this fluency and practice reading the words that he misread. Malcolm reads the passage a total of five times, after which, they are able to see the growth he makes every time he reads.

Reading Intervention

Toward the end of the school day, Malcolm return to the **Charter School's Learning Center** for 20 minutes, but at this time, he does so in order to attend Reading Intervention with Ms. Mallamace. Malcolm is grouped with students who are reading at his same level and who exhibit the same needs, which in this case is fluency. The groups works on reading a book that is within their instructional reading level.

A Day in the Life of a Second Grade English Learner at **Voices Academy**

Spanish Literacy

Carmen is a 2nd grader at **Voices Academy**. As soon as she is greeted at the door by her teacher, she walks in ready to start the **Balanced Literacy** portion of her day. Her teacher, Mr. Miller, starts the day with a read aloud for the **Reader's Workshop** thematic unit on Fairy Tales. Carmen is a native Spanish speaker and she actively participates in the discussion on the carpet comparing *Las Bellas Hijas de Mufaro* to *Cinderella*. Afterwards, during **Word Study**, Carmen studies accents in Spanish with a small group. Twenty minutes later, her teacher calls her group for a **Guided Reading** lesson in her native Spanish. Mr. Miller knows that by teaching her how to read phrases quickly in her native language, Carmen will transfer those skills into English. Just before recess, Ms. Trujillo, the assistant teacher, models good fluency to the whole class as she reads a passage on *Pele*. She asks Carmen to clarify the word "entrenador" for the rest of the class. Carmen smiles, knowing she has helped her Spanish learning friends with vocabulary and knowledge about soccer. When the students come back in from recess, they finish up the **Balanced Literacy** model with **Writer's Workshop**. This month, Mr. Miller is teaching **Writer's Workshop** in Spanish. The students are choosing small moments to write about. Carmen is writing about a special dinner at her Grandmother's house in El Salvador. Mr. Miller conferences with Carmen and reminds her to use periods at the end of a complete thought. When she goes to **English Language Development** in the afternoon, she will be expected to transfer this skill into his English writing.

English Language Arts

As **English Language Arts** starts, Carmen sits at her table with three other students and pulls out her passage on *Martin Luther King, Jr.* The class has been looking at diagrams and photographs that contribute to the text. Mr. Miller reads the content objective on the board and the class repeats it. He also has a language objective. Carmen reads aloud with her class: "I can explain to my partner how a diagram/photograph/drawing contribute, or add to, a text." Mr. Miller reviews the vocabulary in

the objectives and in the passage for English Learners such as Carmen. Carmen is an intermediate English learner as has a native English speaker as her shoulder partner. As Carmen discusses the photographs in the passage with her table, she also uses sentence frames her teacher has provided. For the next 15 minutes, her table talks about each image with sentence starters such as "This image helps me understand..." "This diagram shows me how..." and "The photograph contributes to the text because..." Carmen is able to choose which sentence starter she prefers as she speaks with his peers. At the end of the lesson, Mr. Miller employs another SIOP strategy. Every student shares with their table what they learned to do. By the end of the lesson, Carmen is able to summarize the objectives in her own words.

Enrichment

After lunch, Carmen goes to the blacktop for Enrichment. Last week, the students finished their painting their piñatas with art instructors from the Mexican Heritage Center. These lessons were in Spanish. The piñatas are now on display in the Charter School office. This particular week, the class has Physical Education for Enrichment. The YMCA leads this week's enrichment in English. After doing a few warm-ups, Carmen and her classmates are going to run through some obstacle courses. The students will zigzag through cones, hula hoop in the middle and touch the basketball pole before tagging their teammate. Their class mascot is the UCLA Bruins as Mr. Miller is an alumni. The Bruins will compete against the Spartans from 2nd grade. Carmen cheers on her class in English, repeating the UCLA chants she learned at the start of the year. As she comes back into class, she excitedly tells her teacher how her class won the race.

Math

During the mathematics period, Carmen starts off at her desk. Ms. Trujillo, the assistant teacher, reviews math problems with the class on the projector. Carmen easily completes these "warm-ups" on his white board. For the mini-lesson, Carmen takes her seat in the first row of the carpet. She again repeats the content and language objectives the teacher has written on the easel. Today the students will focus on recognizing shapes with specific attributes. Mr. Miller introduces a pentagon and hexagon to the class. He has visuals of different real-life objects that have this shape. He asks the class for other examples. Carmen suggests a School Crossing sign posted outside the Charter School and Mr. Miller draws it on the chart. Together the class counts the sides. Using the sentence starter, "I agree/disagree with _____ because _____" the students turn to a partner and agree with Carmen's suggestion. After the mini-lesson, Carmen returns to her table where her teacher has set out a picture cards to sort. The students will sort pentagons, hexagons, triangles and quadrilaterals with a partner. They have geometry vocabulary posted on the Math Wall to refer to. As they sort, they must use the sentences "I know this is a _____ because..." with their partner. The teacher has selected this activity to build vocabulary with visual and grammatical scaffolds for her ELs. Carmen particularly enjoys drawing the pentagons onto her paper and labeling each shape, and as an EL she is completely engaged with the lesson. The teacher and assistant teacher walk around to check in. At the end of the lesson, Mr. Miller has his students reflect in their journal on their learning. Carmen is unsure about how to start her journal entry but her shoulder partner reminds her of the Math Journal Sentence Starters reference sheet in his folder. She selects one begins writing "Today's lesson will help me in my life when..."

Guide Reading and Centers

After math, the students get a snack. The 2nd graders then get an hour for English fluency, guided reading and centers. Carmen gets a chance to practice her English sight words with the assistant teacher during this time. She works one-on-one to fill in gaps. Carmen also reviews context clues with a board game during centers. She is called to read with Mr. Miller. As she reads out loud she realizes he has mastered the skill of reading all the syllables in a word. Mr. Miller praises her for this, but also points out that she needs to phrase words together just as she did in Spanish.

ELD

At the end of the day, Carmen has English Language Development with Ms. Aguilar. She switches classes along with nine other EL students from her UCLA Bruins class. Her ELD class is grouped by the CELDT/ELPAC test and is made up of Level 3s (Intermediate English Learners). Ms. Aguilar starts off by teaching an idiom. She explains what it means to "Go off the deep end!" Carmen then gets a chance to turn to her table and share a time when she went off the deep end. Carmen laughs as she shares his example and uses the language, and is very interested in hearing the other students give their examples. Afterwards, Ms. Aguilar calls the class to the carpet to review Past Perfect questions and answers. This unit revolves around College Activities. Ms. Aguilar has already frontloaded the vocabulary for the unit. Carmen is very well aware of college activities she can discuss. After modeling the sentences and asking for volunteers to model the activity, Ms. Aguilar asks the class to form two Conga Lines. Each student receives a picture of a college activity they are to talk about. The sentences are posted on a pocket chart for students to refer back to. The class practices the English forms. Carmen shares "He's wishing he hadn't stayed up all night." "She's thinking she should have studied at the library." Carmen crosses her fingers she gets a chance to Conga down the lines for a new partner. Next, Carmen attends to a writing prompt on weekend hobbies. Ms. Aguilar is checking for past tense verbs in writing. As Carmen writes what she did last weekend, she pulls out a "Good Writer" checklist. She remembers that Mr. Miller told him to include periods at the end of a complete thought during Spanish writing. Carmen successfully transfers that skill into her English piece. She finishes the lesson by trading her writing with her partner to check for mechanics and correct grammar.

Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section entitled "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element 2B of the charter for a description of the Charter School's annual goals to be achieved in the Eight State Priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

Element 2: Measurable Student Outcomes and Element 3: Methods of Measurement

and Other Uses of Data

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

Voices Student Academic Outcomes Goals

- | | |
|----|--|
| 1 | Students will demonstrate mastery in the understanding and application of mathematical computation, problem-solving and concepts. |
| 2 | Students will demonstrate mastery of English language arts as outlined by California content standards. |
| 3 | Students will demonstrate mastery of English writing, conventions and craft in different genres as outlined by the California Content Standards. |
| 4 | Students will demonstrate sophisticated understanding of science content as outlined by the California Content Standards. |
| 5 | Students will demonstrate sophisticated understanding of social studies content as outlined by the California Content Standards. |
| 6 | Students will be fully bilingual in English and Spanish. |
| 7 | Students will demonstrate mastery of Spanish language arts. |
| 8 | Students will demonstrate mastery of Spanish writing, conventions and craft in different genres as outlined by our curriculum guide. |
| 9 | Students will demonstrate sophisticated understanding of newly acquired knowledge by applying it in novel ways. |
| 10 | Students will meet State physical fitness goals. |
| 11 | Students will demonstrate competence in using technology as a learning and communication tool. |
| 12 | Students will be strong communicators |

Voices Student Character Outcomes Goals

- | | |
|---|---|
| 1 | Students will demonstrate confidence, ambition and clarity in regards to their futures. |
| 2 | Students will be able to realistically identify and plan for obstacles that they may encounter regarding their ambitions. |
| 3 | Students will be open minded and value multiple perspectives and diversity |

1—Page

Formatted: Font: 1 pt

- | | |
|---|--|
| 4 | Students will exemplify good citizenship in and out of the school community. |
|---|--|

5	Students will demonstrate personal responsibility.
6	Students will exhibit absolute determination.
7	Students will actively participate in the schools learning community.

Formatted: Font: 12 pt

~~Furthermore, Voices will maintain WASC Accreditation in the spirit of continuous learning and improvement to further improve the quality of education Voices students receives.~~

**CHARTER SCHOOL GOALS, ACTIONS, OUTCOMES, AND METHODS OF MEASUREMENT
THAT ALIGN WITH THE STATE PRIORITIES**

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), following is a table describing the Charter School's outcomes that align with the state priorities, and the Charter School's goals and actions to achieve the state priorities, schoolwide and for all numerically significant pupil subgroups.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site. ~~The Charter School's current LCAP is attached as Appendix AE.~~

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)).

SUBPRIORITY A – TEACHERS

<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>Recruit, develop, hire, and maintain fully credentialed teachers who are appropriately assigned and deliver high quality instruction.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> • <u>Provide competitive salary to attract and retain high quality teachers.</u> • <u>Provide direct support to teachers in the classroom.</u> • <u>Deliver professional development to teachers and paraprofessionals.</u> • <u>Provide Beginner Teacher Support & Assessment ("BTSA") induction for qualified teachers.</u>
<u>MEASURABLE OUTCOME</u>	<u>All teachers will be fully credentialed and appropriately assigned.</u>
<u>METHODS OF MEASUREMENT</u>	<ul style="list-style-type: none"> • <u>Personnel files and teacher assignments.</u> • <u>CALPADS reports.</u>

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>Use standards-aligned instructional materials, curricula, resources, and technological supplements that will prepare students for college and career success.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<u>Purchase or develop standards-aligned materials, curricula, resources, and technological supplements</u>
<u>MEASURABLE OUTCOME</u>	<u>All materials, curricula, resources, and technological supplements will be standards-aligned.</u>
<u>METHODS OF</u>	<ul style="list-style-type: none"> • <u>Executive Director and faculty review all materials, curricula, resources,</u>

<u>MEASUREMENT</u>	<u>and technological supplements before purchase.</u> <ul style="list-style-type: none"> <u>Review the Atlas curriculum platform.</u>
<u>SUBPRIORITY C – FACILITIES</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>Maintain Charter School facilities in good repair.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<u>Charter School leadership and the Parent Safety Team will conduct regular walk-throughs of Charter School facilities.</u>
<u>MEASURABLE OUTCOME</u>	<u>Annually, 90% all items on Monthly site inspection checklist will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months.</u>
<u>METHODS OF MEASUREMENT</u>	<ul style="list-style-type: none"> <u>Charter School leadership and the Parent Safety Team will conduct regular walk-throughs of Charter School facilities.</u> <u>Site inspection documents prepared by school leadership.</u>
<u>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u> <i><u>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</u></i>	
<u>SUBPRIORITY A – CCSS IMPLEMENTATION</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>Curriculum and instructional strategies, interventions, assessments, and support services will be aligned to the CCSS.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> <u>Provide curriculum and instructional strategies, interventions, assessments, and support services aligned to the CCSS.</u> <u>Participate in professional development and trainings on the rigors of CCSS.</u> <u>Teachers will participate in annual professional development on the implementation of the CCSS.</u>
<u>MEASURABLE OUTCOME</u>	<ul style="list-style-type: none"> <u>All instructional curriculum, strategies, interventions, assessments, and support services will be aligned to the CCSS.</u> <u>100% of teachers will participate in professional development on the implementation of the CCSS.</u>
<u>METHODS OF MEASUREMENT</u>	<ul style="list-style-type: none"> <u>Internal review of curriculum and instructional strategies, interventions, assessments, and support services.</u> <u>Professional Development calendar and rosters.</u> <u>Review internal and external assessment results to ensure the CCSS is being implemented well.</u> <u>Conduct classroom observations to ensure the CCSS is being implemented well.</u>
<u>SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>100% of EL students will gain academic content knowledge through the implementation of the CCSS and ELD standards.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<u>EL students participate in English Language Arts and Literacy instruction with appropriate instructional support.</u>
<u>MEASURABLE</u>	<u>100% of EL students will gain academic content knowledge through the</u>

<u>OUTCOME</u>	<u>implementation of the CCSS and ELD standards.</u>
<u>METHODS OF MEASUREMENT</u>	<ul style="list-style-type: none"> • <u>ELD schedule and roster.</u> • <u>EL student performance on the CAASPP and CELDT/ELPAC.</u> • <u>Teacher assessments.</u> • <u>Annual report cards.</u>
<u>SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> • <u>Provide regular, leveled systematic ELD for ELs.</u> • <u>Provide Sheltered Instruction Observation Protocol (“SIOP”).</u> • <u>Provide ELD professional development for teachers.</u>
<u>MEASURABLE OUTCOME</u>	<u>EL students will gain English language proficiency through the implementation of the ELD curriculum and related instructional strategies.</u>
<u>METHODS OF MEASUREMENT</u>	<u>Student performance on CELDT/ELPAC Assessment and reclassification documentation.</u>
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u>	
<i><u>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</u></i>	
<u>SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>Maintain parental involvement in school experiences and activities that assist with student success.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> • <u>Provide classes such as ESL for parents.</u> • <u>Provide childcare during parent-participation activities.</u> • <u>Employ a Dean of Culture to develop and promote parental involvement.</u> • <u>Codify and calendar grade-specific parent workshops.</u> • <u>Publicize parent meetings.</u>
<u>MEASURABLE OUTCOME</u>	<u>Annually, the number of families that participate in at least one parent involvement opportunity will increase by 5% over the previous year.</u>
<u>METHODS OF MEASUREMENT</u>	<ul style="list-style-type: none"> • <u>Parent activity calendars and promotional materials.</u> • <u>Attendance logs from classes, activities, workshops, and meetings.</u>
<u>SUBPRIORITY B – PROMOTING PARENT PARTICIPATION</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>Maintain parent participation in Charter School advisory entities.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<u>Encourage and recruit parents to participate in the English Language Advisory Committee (“ELAC”), CAC, VPAC, Schools Advisory Committee, and Board of Directors.</u>
<u>MEASURABLE OUTCOME</u>	<u>Annually, the number of families that participate in at least one parent advisory entity will increase over the previous year.</u>
<u>METHODS OF MEASUREMENT</u>	<u>Decision making entity rosters.</u>
<u>SUBPRIORITY C – PARENT SATISFACTION</u>	

<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>Parents will demonstrate high satisfaction with the academic program and parent involvement opportunities.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<u>Conduct an annual satisfaction survey.</u>
<u>MEASURABLE OUTCOME</u>	<ul style="list-style-type: none"> • <u>Parent participation in the annual satisfaction survey.</u> • <u>80% of parents indicate they are satisfied with the academic program and parent involvement opportunities.</u>
<u>METHODS OF MEASUREMENT</u>	<u>Survey results.</u>
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u> <u>Pupil achievement, as measured by all of the following, as applicable:</u> <u>A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment</u> <u>B. The Academic Performance Index (API)</u> <u>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</u> <u>D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</u> <u>E. EL reclassification rate</u> <u>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</u> <u>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</u>	
<u>SUBPRIORITY A— CAASPP: ELA/LITERACY AND MATHEMATICS</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>All students will reach high standards in English and Mathematics.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> • <u>Establish benchmarks for CAASPP performance.</u> • <u>Establish, monitor, and analyze interim benchmark proficiency and growth goals.</u> • <u>Deliver CCSS-aligned classroom instruction and appropriate intervention that prepares students for the CAASPP.</u> • <u>Conduct frequent data analysis and disaggregation of data.</u> • <u>Administer Northwest Evaluation Association (“NWEA”) examinations to designated grades.</u>
<u>MEASURABLE OUTCOME</u>	<u>Students will meet or exceed average performance levels of students in demographically comparable district schools in ELA and mathematics on the CAASPP.</u>
<u>METHODS OF MEASUREMENT</u>	<u>CAASPP score reports.</u>
<u>SUBPRIORITY B— API</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>The Charter School will demonstrate strong academic achievement and growth on the API or the applicable state accountability system adopted and implemented by the State Board of Education and California Department of</u>

	<u>Education.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> • <u>Deliver CCSS-aligned classroom instruction and appropriate intervention that prepares students for the CAASPP.</u> • <u>Conduct frequent data analysis and disaggregation of data.</u> • <u>Administer Northwest Evaluation Association (“NWEA”) examinations to designated grades.</u>
<u>MEASURABLE OUTCOME</u>	<u>The Charter School will identify or receive appropriate benchmarks based on the API or other metric associated with the applicable state accountability system.</u>
<u>METHODS OF MEASUREMENT</u>	<u>The API or other metric associated with the applicable state accountability system.</u>
<u>SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS – NOT APPLICABLE</u>	
<u>SUBPRIORITY D – EL PROFICIENCY RATES</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>Increase the percentage of ELs who are proficient in English, ELA, and mathematics.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> • <u>Frequently monitor and provide appropriate interventions for ELs.</u> • <u>Establish CELDT/ELPAC, CAASPP, and NWEA MAP performance expectations.</u> • <u>Provide SIOP, systematic ELD, and CCSS professional development for teachers as needed.</u> • <u>Provide regular, leveled systematic ELD instruction for ELs.</u> • <u>Schedule time for teachers to conduct data analysis to inform instruction.</u>
<u>MEASURABLE OUTCOME</u>	<ul style="list-style-type: none"> • <u>The number of ELs scoring proficient in LEA and Math on the CAASPP will increase annually.</u> • <u>EL students will meet or exceed average performance levels of EL students in demographically comparable district schools in ELA and mathematics on the CAASPP.</u>
<u>METHODS OF MEASUREMENT</u>	<ul style="list-style-type: none"> • <u>Professional development schedule.</u> • <u>CAASPP score reports.</u> • <u>CELDT/ELPAC score reports.</u> • <u>NWEA MAP score reports.</u>
<u>SUBPRIORITY E – EL RECLASSIFICATION RATES</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>Increase the number of ELs who are reclassified each year.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> • <u>Frequently monitor and provide appropriate interventions for ELs.</u> • <u>Establish CELDT/ELPAC performance expectations.</u> • <u>Provide SIOP, systematic ELD, and CCSS professional development for teachers as needed.</u> • <u>Provide regular, leveled systematic ELD instruction for ELs.</u>
<u>MEASURABLE OUTCOME</u>	<u>The percent of EL students meeting or exceeding CELDT performance expectations will meet or exceed the performance levels of students in demographically comparable district schools. CAASPP.</u>
<u>METHODS OF</u>	<ul style="list-style-type: none"> • <u>EL reclassification rates.</u>

<u>MEASUREMENT</u>	<ul style="list-style-type: none"> • <u>CAASPP score reports.</u>
<u>SUBPRIORITY F – AP EXAM PASSAGE RATE – NOT APPLICABLE</u>	
<u>SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP – NOT APPLICABLE</u>	
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u> <u>Pupil engagement, as measured by all of the following, as applicable:</u> <u>A. School attendance rates</u> <u>B. Chronic absenteeism rates</u> <u>C. Middle school dropout rates (EC §52052.1(a)(3))</u> <u>D. High school dropout rates</u> <u>E. High school graduation rates</u>	
<u>SUBPRIORITY A – STUDENT ATTENDANCE RATES</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>Maintain an attendance rate of 95%.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> • <u>Create an engaging, positive, and safe school culture and environment.</u> • <u>Refer truant students to the SST process for monitoring and support.</u> • <u>Provide counseling for students for whom personal issues are creating a distraction from learning.</u> • <u>Closely track attendance and conduct follow up meetings with families showing attendance concerns.</u> • <u>Provide resources and support to families struggling with attendance issues.</u> • <u>Incentivize and reward strong attendance.</u> • <u>Employ a Dean of Culture to develop and promote school culture.</u> • <u>Administer an annual satisfaction survey to gather feedback.</u>
<u>MEASURABLE OUTCOME</u>	<u>Attendance rate of 95%.</u>
<u>METHODS OF MEASUREMENT</u>	<u>Attendance reports.</u>
<u>SUBPRIORITY B – STUDENT ABSENTEEISM RATES</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>Decrease overall number of absences, tardy arrivals, and early dismissals.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> • <u>Create an engaging, positive, and safe school culture and environment.</u> • <u>Refer truant students to the SST process for monitoring and support.</u> • <u>Provide counseling for students for whom personal issues are creating a distraction from learning.</u> • <u>Closely track attendance and conduct follow up meetings with families showing attendance concerns.</u> • <u>Provide resources and support to families struggling with attendance issues.</u> • <u>Incentivize and reward strong attendance.</u> • <u>Employ a Dean of Culture to develop and promote school culture.</u> • <u>Administer an annual satisfaction survey to gather feedback.</u>
<u>MEASURABLE</u>	<u>The total number of absences, tardy arrivals, and early dismissals will</u>

<u>OUTCOME</u>	<u>decrease each year.</u>
<u>METHODS OF MEASUREMENT</u>	<u>Attendance, absence, tardy, and early dismissal records.</u>
<u>SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>Maintain a dropout rate of less than 3%.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> • <u>Create an engaging, positive, and safe school culture and environment.</u> • <u>Provide counseling for students for whom personal issues are creating a distraction from learning.</u> • <u>Provide resources and support to families struggling with attendance issues.</u>
<u>MEASURABLE OUTCOME</u>	<u>Dropout rate of less than 3%.</u>
<u>METHODS OF MEASUREMENT</u>	<u>Dropout rate.</u>
<u>SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES – NOT APPLICABLE</u>	
<u>SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES – NOT APPLICABLE</u>	
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	
<u>School climate, as measured by all of the following, as applicable:</u>	
<u>A. Pupil suspension rates</u>	
<u>B. Pupil expulsion rates</u>	
<u>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</u>	
<u>SUBPRIORITY A – PUPIL SUSPENSION RATES</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>Maintain a suspension rate of less than 5%.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> • <u>Create an engaging, positive, and safe school culture and environment.</u> • <u>Implement alternatives to suspension (SST, behavior plans, etc.).</u> • <u>Establish and foster schoolwide discipline plan and character development.</u>
<u>MEASURABLE OUTCOME</u>	<u>Suspension rate of less than 5%.</u>
<u>METHODS OF MEASUREMENT</u>	<u>Suspension rate.</u>
<u>SUBPRIORITY B – PUPIL EXPULSION RATES</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>Maintain an expulsion rate of less than 2%.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> • <u>Create an engaging, positive, and safe school culture and environment.</u> • <u>Implement alternatives to expulsion (SST, behavior plans, etc.).</u> • <u>Establish and foster schoolwide discipline plan and character development.</u>

<u>MEASURABLE OUTCOME</u>	<u>Expulsion rate of less than 2%.</u>
<u>METHODS OF MEASUREMENT</u>	<u>Expulsion rate.</u>
<u>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>Receive positive feedback from students, parents, and teachers regarding school culture, safety, and connectedness.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<u>Administer an annual satisfaction survey to students, parents, and teachers to gather feedback on school culture, safety, and connectedness.</u>
<u>MEASURABLE OUTCOME</u>	<ul style="list-style-type: none"> • <u>Students, parents, and teachers will fill-out surveys.</u> • <u>80% of students, parents, and teachers will indicate satisfaction with school culture.</u>
<u>METHODS OF MEASUREMENT</u>	<u>Survey results.</u>
<u>STATE PRIORITY #7— COURSE ACCESS</u> <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>"Broad course of study" includes the following, as applicable:</i> <i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i> <i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>All students, including unduplicated pupils, will be enrolled in a broad course of study as outlined in the charter petition.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<u>Make all academic content areas available to all students, including student subgroups, at all grade levels.</u>
<u>MEASURABLE OUTCOME</u>	<u>All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in a broad course of study as outlined in the charter petition.</u>
<u>METHODS OF MEASUREMENT</u>	<u>Student, teacher, course, and grade level schedules.</u>
<u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u> <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
<u>SUBPRIORITY A – ENGLISH</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>Students, including all significant sub groups, will demonstrate proficiency on the Common Core Standards annual assessment in ELA.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> • <u>Establish benchmarks for CAASPP performance.</u> • <u>Establish, monitor, and analyze interim benchmark proficiency and growth goals.</u> • <u>Deliver CCSS-aligned classroom instruction and appropriate intervention that prepares students for the CAASPP.</u>

	<ul style="list-style-type: none"> • <u>Conduct frequent data analysis and disaggregation of data.</u> • <u>Administer Northwest Evaluation Association (“NWEA”) examinations to designated grades.</u>
<u>MEASURABLE OUTCOME</u>	<u>Students will meet or exceed average performance levels of students in demographically comparable district schools in ELA on the CAASPP.</u>
<u>METHODS OF MEASUREMENT</u>	<u>CAASPP score reports.</u>
<u>SUBPRIORITY B – MATHEMATICS</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>Students, including all significant sub groups, will demonstrate proficiency on the Common Core Standards annual assessment in Math.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> • <u>Establish benchmarks for CAASPP performance.</u> • <u>Establish, monitor, and analyze interim benchmark proficiency and growth goals.</u> • <u>Deliver CCSS-aligned classroom instruction and appropriate intervention that prepares students for the CAASPP.</u> • <u>Conduct frequent data analysis and disaggregation of data.</u> • <u>Administer Northwest Evaluation Association (“NWEA”) examinations to designated grades.</u>
<u>MEASURABLE OUTCOME</u>	<u>Students will meet or exceed average performance levels of students in demographically comparable district schools in mathematics on the CAASPP.</u>
<u>METHODS OF MEASUREMENT</u>	<u>CAASPP score reports.</u>
<u>SUBPRIORITY C – SOCIAL SCIENCES</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>All students, including significant subgroups, will reach high standards in social science practices and content.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> • <u>Codify Understanding by Design units.</u> • <u>Purchase equipment and materials needed for units.</u> • <u>Train teachers on project based learning and Understanding by Design.</u> • <u>Each grade level will complete an Understanding by Design social science project every year.</u> • <u>Teachers use multiple measures to assess mastery.</u> • <u>Establish grade specific benchmark and growth goals.</u>
<u>MEASURABLE OUTCOME</u>	<u>70% of students will score a 3 or higher on the Understanding by Design project rubric.</u>
<u>METHODS OF MEASUREMENT</u>	<ul style="list-style-type: none"> • <u>Understanding by Design project rubric.</u> • <u>Report cards.</u>
<u>SUBPRIORITY D – SCIENCE</u>	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	<u>All students, including all significant subgroups, will reach high standards in science concepts and scientific thinking.</u>
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> • <u>Train teachers on NGSS and develop aligned curriculum.</u> • <u>Each grade level will complete an Understanding by Design science</u>

	<u>project every year.</u> <ul style="list-style-type: none"> Teachers use multiple measures to assess mastery. Establish grade specific benchmark and growth goals.
<u>MEASURABLE OUTCOME</u>	<ul style="list-style-type: none"> 70% of students will score a 3 or higher on the Understanding by Design project rubric.
<u>METHODS OF MEASUREMENT</u>	<ul style="list-style-type: none"> Understanding by Design project rubric. Report cards.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS – NOT APPLICABLE	
SUBPRIORITY F – PHYSICAL EDUCATION	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	All students, including significant subgroups, will show growth on the Physical Fitness Test.
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> Secure fitness contract with outside agency. Establish grade specific benchmark and growth goals.
<u>MEASURABLE OUTCOME</u>	Students will achieve growth on the Physical Fitness Test, in comparison to District schools with similar demographics.
<u>METHODS OF MEASUREMENT</u>	Physical Fitness Test report.
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY) – NOT APPLICABLE	
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	All students, including all significant subgroups, will become proficient bilingual speakers, readers, and writers.
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> Teachers use multiple measures to assess mastery. Establish grade specific benchmark and growth goals.
<u>MEASURABLE OUTCOME</u>	All 8 th grade students will complete and pass all components of the Voices Exit Presentation in both languages.
<u>METHODS OF MEASUREMENT</u>	Exit Presentation Rubric
SUBPRIORITY I – APPLIED ARTS (GRADES 7-12 ONLY) – NOT APPLICABLE	
SUBPRIORITY J – CTE (GRADES 7-12 ONLY) – NOT APPLICABLE	
SUBPRIORITY K – TECHNOLOGY	
<u>GOAL TO ACHIEVE SUBPRIORITY</u>	All students, including significant subgroups, will become proficient users of technology.
<u>ACTIONS TO ACHIEVE GOAL</u>	<ul style="list-style-type: none"> Develop technology scope and sequence. Provide technology-instruction teacher professional development. Ensure students have regular access to technology. Teachers use multiple measures to assess mastery.
<u>MEASURABLE OUTCOME</u>	100% of students will have access to technology in the classroom.
<u>METHODS OF</u>	Budget

<u>MEASUREMENT</u>	<u>Walk through principal observations</u> <u>Daily schedules</u>
--------------------	--

Element 3: Methods of Assessment

~~The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Cal Education Code §Section 47605(b)(5)(C).~~

Multiple Measures Assessment Methods and Approach

Voices College-Bound Language Academy uses information gathered from all mandated state tests as well as local curriculum-based and standards-based assessment data to measure students' progress in ~~achieving State content area~~ meeting standards. In addition to the standardized measurements, students demonstrate their knowledge and ability through school designed interim assessments and a variety of teacher designed means which may include performance assessments, public exhibition projects, teacher created tests, essays, etc. Additionally, we use surveys such as the Student Observation Checklist of Civic Skills and Behaviors to measure character development (see Appendix S). Assessments are formative and summative, holistic and standardized, criterion- and norm-referenced, paper and pencil and online and include any assessments applicable to students in non-charter public schools. Students must demonstrate mastery of grade level standards and skills when measured against multiple measures. Assessment will both improve learning and provides accountability.

~~As established in the previous section, Voices Academy will be utilizing diverse assessments that are aligned with the curriculum and instructional program, complaint with state expectations. They will be administered according to the assessment cycle below:~~

Figure 3.0– Corresponding Assessments for School Outcomes

<u>Multiple Measures and Frequency</u>		
<u>Assessment</u>	<u>Description</u>	<u>Assessment Schedule</u>
<u>State required tests</u>	<u>STAR California Standards Test (science)</u> <u>Physical Fitness Test ("PFT")</u> <u>CELDT/ELPAC</u> <u>CAASPP</u> <u>California Alternate Performance Assessment ("CAPA")</u>	<u>Annually, _____ as available</u>
<u>Placement exams</u>	<u>CELDT/ELPAC</u> <u>Voices Academy Diagnostic Assessments (see below)</u> <u>LAS Links online Español</u>	<u>Annually, _____ as available</u>
<u>Diagnostic</u>	<u>Concepts of Print ("CAPS")</u> <u>Phonemic Awareness</u> <u>Letter/sound ID (Eng/Sp)</u>	<u>Tri-annually</u>

	ADEPT CELD (Curriculum Associates) Spelling Inventory Sight Words (English/Spanish)	
Formative Assessments: Teacher/grade level designed assessments	Tests Quizzes Projects Performance-based assessments Writing prompts Presentations Surveys Checklists Rubrics	Ad-hoc, weekly, bi-weekly, monthly
Interim Benchmark Assessments (aligned to CCSS, Big Goals and/or IEP)	Fiction and Non-fiction Reading Assessment: running record, comprehension, fluency (English/Spanish) Writing Prompt (English/Spanish) Fluency Assessment (English/Spanish) Student Observation Checklist of Civic Skills and Behaviors Internal Interim Assessment (i.e. Illuminate)	Tri-Annually
Summative Assessments (CCSS aligned)	NWEA MAP Illuminate	Tri-Annually
Program Evaluation/Reports	Annual Climate/stakeholder Survey 8+ Grade Exit Project API(or successor metric prescribed by the state) AYP Annual Measurable Achievement Objectives ("AMAO") PFT	Annually

~~Voices Method of Measurements~~

	Academic Goals	Method of Measurement	Students Assessed	Measurement
#1	Voices College-Bound Language Academy students will demonstrate mastery in the understanding and application of mathematical computation, problem solving and concepts.	California Math Standards Test (CST) California Alternate Performance Assessment (CAPA) California Modified Assessment (CMA) Voices Benchmark Assessment	Grades 2-8 Grades 2-8 as specified in IEP Grades 2-8 as specified in IEP Grades K-8	75% of Voices students will exceed the average performance levels of students in schools with similar demographics in the District in mathematics after at least 5 years of continuous enrollment as measured by an aggregate of multiple measures.
#2	Voices College-Bound Language Academy students will demonstrate mastery of English language arts as outlined by California Content Standards.	California ELA Standards Test (CST) California Alternate Performance Assessment (CAPA) California Modified Assessment (CMA) California English Language Assessment (CELDT) Voices Benchmark Assessment Running Record Reading Assessment (Eng) Voices Benchmark Assessment Voices Diagnostic Assessments	Grades 2-8 Grades 2-8 as specified in IEP Grades 2-8 as specified in IEP Grades K-8 for EL's Grades K-8 Grades K-8 Grades 2-8 Grades K-1	75% of Voices students will exceed the average performance levels of students in schools with similar demographics in the District in ELA after at least 5 years of continuous enrollment as measured by an aggregate of multiple measures.
#3	Voices College-Bound Language Academy students will demonstrate mastery of English writing conventions and craft in different genres as outlined by the California Content Standards.	California Writing Standards Test (CST) California Alternate Performance Assessment (CAPA) California Modified Assessment (CMA)	Grades (4 and 7) Grades 2-8 as specified in IEP Grades 2-8 as specified in IEP	75% of Voices students will exceed the average performance levels of students in schools with similar demographics in the District in English writing after at least 5 years of continuous enrollment as measured by

		Voices Writing Performance Task (Eng)	Grades K-8	the CST, CMA and CAPA. 75% of Voices students will score at or above proficient on the Voices Writing Rubric after at least 5 years of continuous enrollment.
#4	Voices College Bound Language Academy students will demonstrate sophisticated understanding of science content as outlined by the California Content Standards.	Voices Exhibition Project Performance Rubric California Science Test (CST)	Grades K-8 Grades 5 and 8	75% of Voices students will exceed the average performance levels of students in schools with similar demographics in the District in Science after at least 5 years of continuous enrollment as measured by the CST. 75% of Voices students will score at or above proficient on the Exhibition Project Rubric after at least 5 years of continuous enrollment.
#5	Voices College Bound Language Academy students will demonstrate sophisticated understanding of social studies content as outlined by the California Content Standards.	Voices Exhibition Project Performance Rubric	Grades K-8	75% of Voices students will score at or above proficient on the Exhibition Project Rubric after at least 5 years of continuous enrollment.
#6	Voices College Bound Language Academy students will be fully bilingual in English and Spanish.	California English Language Assessment (CELDT) IDEA Proficiency Test (IPT) Running Record Reading Assessment (SP)	Grades K-8 for EL's Grades K-8 for SL's Grades K-8	75% of students who started at Voices College Bound Language Academy in kindergarten will demonstrate proficiency on the IPT language assessment in eighth grade. 75% of EL's that have been in the program for at least 7 years will score proficient or above on the California English Development Test. 75% of students that have been in the program for at least 7 years will meet internal grade-level benchmarks on the Running Record Assessment.
#7	Voices College Bound Language Academy students will demonstrate mastery of Spanish language arts.	IDEA Proficiency Test (IPT) California Spanish Standards Test (SST) Running Record Reading Assessment (Sp)	Grades K-8 for SL's Grades 2-8 for native Spanish speakers Grades K-8	75% of students who started at Voices College Bound Language Academy in kindergarten will demonstrate proficiency on the IPT language assessment by eighth grade. 75% of Voices students will exceed the average performance levels of students in schools with similar demographics in the District in SLA after at least 5 years of continuous enrollment as measured by the SST. 75% of students that have been in the program for at least 7 years will meet internal grade-level benchmarks on the Running Record Assessment.
#8	Voices College Bound Language Academy students will demonstrate mastery of Spanish writing conventions and craft in different genres as outlined by our curriculum guide.	Voices Writing Performance Task (Sp)	Grades K-8	75% of Voices students will score at or above proficient on the Voices Writing Rubric after at least 5 years of continuous enrollment.
#9	Voices College Bound Language Academy students will demonstrate sophisticated understanding of newly acquired knowledge by applying it in novel ways.	Exhibition Projects Digital Learning Portfolio	Grades K-8 Grade 8	75% of Voices students will score at or above proficient on the Voices Exhibition Project Rubric and Learning Portfolio Rubric after at least 5 years of continuous enrollment. 95% of students will complete yearly exhibition projects that demonstrate

				integration of content with social studies and science concepts.
#10	Voices College-Bound Language Academy students will meet State physical fitness goals.	California Physical Fitness Test	Grades 5 and 7	75% of Voices College-Bound Language Academy students will meet the performance standards for all six fitness areas on the annual California Physical Fitness Test at grades five and seven.
#11	Voices College-Bound Language Academy students will demonstrate competence in using technology as a learning and communication tool.	Digital Learning portfolio Exhibition Projects.	Grade 8 Grades K-8	60% of Voices College-Bound Language Academy students will use technology in exhibition projects to learn and communicate learning. 95% of Voices College-Bound Language Academy students will use technology in their 8 th Grade Exit Project.
#12	Voices College-Bound Language Academy Students will be strong communicators.	Exit Project Rubric	Grade 8	85% of Voices College-Bound Language Academy 8 th grade students will have developed an exit project. 75% of 8 th grade students will score proficient or higher on their exit project.
	Character Goals	Method of Measurement	Students Assessed	Measurement
#1	Voices College-Bound Language Academy students will demonstrate confidence, ambition and clarity in regards to their futures.	Exit Project Professional Action Plan (for college and career) Rubric	Grade 8	75% of Voices College-Bound Language Academy students will have a clearly articulated action plan for college and career upon graduation.
#2	Voices College-Bound Language Academy students will be able to realistically identify and plan for obstacles that they may encounter regarding their ambitions.	Professional Action Plan (Identified Obstacles and Success Plan) Rubric	Grade 8	Upon graduation 75% of students will have an "Identified Obstacles and Success Plan" section in their Professional Action Plan.
#3	Voices College-Bound Language Academy students will be open-minded and value multiple perspectives and diversity.	Behavior Incident Reports Suspension Reports Exhibition Project Rubric Parent Surveys Student Surveys	Grades K-8 Grades K-8 Grades K-8 All Grades K-8	Negative student incidents attributed to biases against individuals personal choices, racial factors or other aspects of diversity will decrease by 5 % every year as measured by yearly suspensions and behavior incident reports until reaching a 0%-5% level. 75% of Voices students and parents will indicate that Voices students value different perspective and diversity. 75% of student exhibition projects will include alternative perspectives and points of view.
#4	Voices College-Bound Language Academy students will exemplify good citizenship in and out of the school community.	Student Observation Checklist of Civic Skills and Behaviors (Caring for Others and for Community Section) Report Card	Grades K-8	80% of Voices students will score a 3 or 4 by the end of each year on the Student Observation Checklist of Civic Skills and Behaviors (Caring for Others and for Community Section)
#5	Voices College-Bound Language Academy students will demonstrate personal responsibility.	Student Observation Checklist of Civic Skills and Behaviors (Personal Responsibility Section) Report Card	Grades K-8	80% of Voices students will score a 3 or 4 by the end of each year on the Student Observation Checklist of Civic Skills and Behaviors (Personal Responsibility Section)
#6	Voices College-Bound Language Academy students will exhibit absolute determination.	Student Observation Checklist of Civic Skills and Behaviors (Absolute Determination Section) Report Card	Grades K-8	80% of Voices students will score a 3 or 4 by the end of each year on the Student Observation Checklist of Civic Skills and Behaviors (Absolute Determination Section)
#7	Voices College-Bound Language Academy students will actively	Service Learning Project	Grades 8	75% of Voices 8 th grade students will fulfill a service Learning Project for

	participate in the school's learning community.	Student Observation Checklist of Civic Skills and Behaviors (Leadership Section) Report Card	Grades K-8	the School Community.
	WASC Accreditation	Method of Measurement	Students Assessed	Measurement
#1	Voices College-Bound Language Academy will be engaged in a cycle of continuous improvement.	Voices WASC Self-Study	NA	80% of Voices students will score a 2 or 4 by the end of each year on the Student Observation Checklist of Civic Skills and Behaviors (Leadership Section). Voices Academy will realize 80% of its self-identified WASC ESLER goals.

Summative and Interim Assessment

Voices College-Bound Language Academy has designed and utilized ~~Fall~~fall, ~~Winter~~winter and ~~Spring~~spring cumulative interim assessments based on ~~power~~ standards (see Appendix GT).

Illuminate: This assessment can be administered as computer-based or in paper and pencil format. Illuminate assessments are CCSS fully aligned and include constructed response and SBAC-like items. The custom designed assessments are administered in language arts and math and include all standards taught to date in each grade. This provides teachers with a manner to gauge mastery of standards. Students are expected to achieve 80% proficiency to demonstrate mastery. In turn, teacher use this information, in conjunction with classroom measures, to objectively communication progress to parents on the report card.

Measures of Academic Progress ("MAP"): MAP is a CCSS aligned computerized adaptive assessment that gives teachers and administration information they need to improve teaching and learning. We use the growth and achievement data from MAP assessments to develop targeted instructional strategies and plan school improvement. MAP assessments are given in reading, math, and science. They measure growth and show how students are progressing over time because data can be looked at historically. Rather than determine mastery, MAP data provides students instructional levels and year-to-year growth.

Diagnostic and Placement Assessments: Diagnostic assessments measure critical skills and offer an in-depth analysis of a student's strengths to guide instructional decisions. Effective diagnostics are valid, reliable and based on scientific research. Teachers give diagnostics to establish a baseline with students each year and to determine which knowledge or skills gaps we need to fill. The more meaningful information we have about students, the better we can meet their needs. Diagnostics allow us to measure student progress on foundational skills. This helps us identify the needs of our students, which enables us to tailor our curriculum or provide interventions in order to meet those needs. Furthermore, it keeps us from making assumptions about what our students do or don't know. This moves us away from subjective assessments, which can be influenced by teachers' biases. Good diagnostics are specific enough to identify skill gaps, guide instruction, and measure progress. Mastery is demonstrated as outlined in the Big Goals for each grade level.

LAS Links Español: LAS is a research-based diagnostic assessment that measures the

speaking, listening, reading, writing, and comprehension skills of students in Spanish. It helps identify language difficulties a student may have in Spanish and track progress in attaining Spanish language proficiency. It helps teachers track progress, determine accurate placement or interventions and tailor instruction for Spanish learners.

Formative Grade Level Designed Assessments:

Formative assessment begins even before teaching begins with pre-assessments. Teachers gather formative data throughout the unit of study, often in informal ways, to inform teaching decisions and improve student learning. Grade level teams can also create formative assessments that they analyze during data meetings. Such assessments may include, but are not limited to exit tickets, quizzes, anecdotal observations, quick writes, etc. Grade level teams establish proficiency levels for each assessment in weekly data meetings based on standards deconstruction and item analysis. For example a just introduced standard exit slip may warrant a 50% cut point whereas a spiraled previously taught standard may warrant an 80% + cut point.

Exhibition Projects, Performance-Based Assessment, and Rubrics:

Teachers develop science and social studies units and projects based on ~~sPower~~ Standards using the *UbD*® Framework. Students learn content in depth and have an opportunity to demonstrate understanding through performances of understanding. Additionally, students apply other content knowledge and skills (math and language arts) to make their projects truly integrated. These performances of understanding are shared with parents and the wider community through exhibition projects and assessed through teacher created school wide rubrics that will measure understanding, presentation and skill proficiency. Students will strive to attain proficiency or above on the rubric. ~~Every student's~~ Every student's yearly project(s) are recorded on a digital portfolio beginning in kindergarten to be used as a reflection tool in ~~their~~ his or her 8th Grade Exit Project.

8th Grade Exit Project:

Every 8th grade student will be required to complete an Exit Project consisting of a written Professional Action Plan, presentation and exit interview. The interview teams will consist of one teacher, one parent and one community representative. Every element will have an English and Spanish component and will allow for demonstration of oral and written communication skills, technology/presentation skills, research skills, and critical thinking skills regarding their role within their own culture and the greater society. In this project, students will reflect on their learning thus far, analyze how their values and culture fit into the greater society, identify any obstacles that they think might be a deterrent to college and have an action plan for dealing with such issues. It will also include a college plan with a detailed description of at least one profession of interest to them and identification of two institutions of higher education and requirements for those programs. The description will include a description of how that profession contributes to the community and society.

Annual Survey:

The Survey Research Initiative at Teachers College, Columbia University has created separate surveys for student, parents and staff that we will use to gather information on Voices Academy overall performance. Surveys are created online and administered on-

online or paper and pencil form. Surveys will consist of a combination of multiple choice items and open-ended questions. Survey questions seek information about overall satisfaction with the school culture, the academic program, the working and learning environment, and satisfaction with the Charter sSchool's staff and administration.

Data Collection

Data collection includes, but is not limited to:

- Standardized Test Scores (such as STAR-CST (science), SST, CMA, CAPA, and CAASPP, CELDT/ELPAC)
- Running Records/Book Levels (such as Fountas & Pinnell Benchmark Assessment®)
- Interim assessments in language arts, writing and math (English and Spanish)
- Unit tests, exhibition projects/rubrics and portfolios, surveys/checklists and other teacher created tests and screening tools
- Report cards (Grade level, ELD, Civic)
- Physical performance-fitness test (PFT)
- Surveys

Screening procedures include (but are not limited to) monitoring each child's:

- Level of reading comprehension
- Phonological and Phonemic awareness and knowledge
- Concepts of print
- Phonics knowledge
- Reading strategies
- Use of language and text structures
- Decoding
- Mathematics automaticity
- Mathematical numeracy

Academic Performance Index (or successor metric prescribed by the state)

~~Voices shall administer all state mandated tests in accordance with Education Code Section 60605 and as required of pupils in non-charter public schools. Voices shall generate an API (or successor metric prescribed by the state) score and AYP. Voices will strive to meet its Academic Performance Index (or successor metric prescribed by the state) growth targets by assuring that state standards are addressed and by analyzing data and using that information to drive instruction. Voices College Bound Language Academy shall administer all state mandated tests in accordance with Education Code Section 60605 and as required of pupils in non-charter public schools. Voices College Bound Language Academy shall generate an Academic Performance Index/API score and Adequate Yearly Progress/AYP. Voices College Bound Language Academy will strive to meet our schools Academic Performance Index growth targets by assuring that state standards are addressed and by analyzing data and using that information to drive instruction.~~

~~Moreover, Voices College Bound Language Academy has identified "Power Standards" to provide a safety net curriculum. Power Standards are prioritized standards that are~~

~~absolutely essential for student's success from those that are less vital. Teachers teach these standards in depth because they are the foundations students need to succeed; the "non-negotiables". This ensures that all children have access to and master essential standards rather than merely covering them. Power Standards "provides teachers with broad discretion on teaching and curriculum provided that the students have achieved the Safety Net objectives."⁷ In this way Voices College Bound Language Academy also guarantees a vertical, coherent curriculum from K-8th grade (see Appendix I and J).~~

Big Goals

Big Goals were developed by the school with teacher input and encourage a results-oriented mindset and provide clear guidance to set priorities. It allows our students to be involved in the learning process, while committing teachers to an accelerated endpoint. Instructional time is maximized because teachers will strategically and coherently allocate the time and resources necessary to meet the Big Goals. A further benefit of Big Goals is that it assures alignment of instructional time based on the needs of students, rather than allotting time based on personal preferences or ideologies. A Big Goal is:

- Comprehensive and Standards based
- Motivating
- Achievement-oriented and attainable
- Results-oriented
- Trackable
- Transparent to students

Use and Reporting of Data

~~Voices College Bound Language Academy staff disaggregates assessment and performance data by gender, language, ethnicity, grade level, socio-economic status, and length of time with Voices College Bound Language Academy. Matched scores are used whenever appropriate. As a result of the analysis of student achievement data, Voices~~

⁷Ainsworth, Larry (2003) *Power Standards*. Englewood, CO: Advanced Learning Press.

College-Bound Language Academy targets areas in our program, professional development and instruction to address student needs and improve student outcomes. Each year a needs assessment is formulated with resources directed to meet targets. Assessment results are conveyed to the community through the SARC as required by the CDE, the school newsletter, parent information night, and the Governance Board.

Decisions to modify or redirect classroom strategies, program strategies and/or material resources during the school year are made by the classroom teacher, whole instructional staff, and instructional leader as appropriate. Decisions are made on a daily basis to guide instruction, on a biannual basis to diagnose program trends, and on an annual basis to evaluate program effectiveness.

Parent/teacher conferences are held two times per year. Individual student results and achievement targets are shared with parents at this time. In addition, pupil progress is communicated to parents regularly using a standards-based report card and progress reports if needed. All information conveyed to parents of Spanish-speaking students is translated by staff. Reasonable efforts are taken to provide information in primary language to families speaking languages other than Spanish.

Data Analysis Procedure

Teachers administer cumulative standards-based ~~(Power Standards)~~ interim assessments in math, language arts and writing a minimum of three times per year per the Assessment Schedule (assessments for Social Studies and Science are given as part of UbD units and grade-level constructed assessments and are analyzed during regular Data Meetings). Following each assessment, teachers have ~~two-half~~three days to process, analyze and share data with teaching and administrative staff and to develop plans for re-teaching. These three days are also known by staff as the Results Oriented Cycle of Inquiry (ROCI). The fall and spring assessments are followed by parent teacher conferences where teachers share student's results and develop a plan including appropriate interventions with the parents. Additionally, each assessment is followed by a re-teach period based on identified Power Standards in need of re-teaching to the whole class, small group and individual students.

Data gathered about individual students, teacher, and grades from both interim assessment and standardized tests are used to drive future professional development, curriculum selections and programmatic changes.

Use and Reporting of Data

Voices College-Bound Language Academy staff –will maintain a Student Information system-(SIS), such as Power School, and disaggregate assessment and performance data by gender, language, ethnicity, grade level, EL and RFP status, –socio-economic status, and length of time with Voices College-Bound Language Academy. Matched scores are used whenever appropriate. As a result of the analysis of student achievement data, Voices College-Bound Language Academy targets areas in our program, professional development and instruction to address student needs and improve student outcomes. Each year, a needs assessment is formulated with resources directed to meet targets. Assessment results are conveyed to the community through the SARC as required by the CDE, the Charter sSchool

newsletter, parent information night, and the ~~Governance-Board~~ of Directors and authorizer annual report.

Decisions to modify or redirect classroom strategies, program strategies and/or material resources during the school year are made by the classroom teacher, whole instructional staff, and instructional leader as appropriate. Decisions are made on a daily basis to guide instruction, on a biannual basis to diagnose program trends, and on an annual basis to evaluate program effectiveness.

Parent/teacher conferences are held two times per year. Individual student results and achievement targets are shared with parents at this time. In addition, pupil progress is communicated to parents regularly using a standards based report card and progress reports if needed. In addition, students with an IEP, students who are receiving intervention services or with an active SST receive more frequent progress reports. All information conveyed to parents of Spanish-speaking students is –translated by staff. Reasonable efforts are taken to provide information in primary language to families speaking languages other than Spanish.

Reporting Program Effectiveness to Authorizing Entity, Board, Parents, and Other Stakeholders

The ~~Charter s~~School will report program effectiveness yearly to all stakeholders, including the authorizing district, through various instruments and measurements including but not limited to:

- School accountability Report Card (~~SARC~~)
- LCAP
- Local Educational Agency Plan
- Title III AMAOs
- Authorizer report (in a format agreed upon between the district and Charter School)
- ~~Voices~~-Board Reports

The Charter School shall share such reports in various manners including parent meetings, newsletter, website and other social media, Board meetings, in print and in English and Spanish.

| _____

Element 4: Governance

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

~~Voices College-Bound Language Academy strongly believes in the voice of all stakeholders being heard. This belief is reflected in its governance structure, parent involvement opportunities and community partnerships. Therefore, the Governing Board includes members of all stakeholder groups.~~

Nonprofit Public Benefit Corporation Status

~~Voices College-Bound Language Academy operates as a separate legal entity, independent of the District. The school is operated as a duly constituted California nonprofit public benefit corporation with 501(c)(3) tax exempt status, and is governed in accordance with applicable California Corporations Code Sections and its adopted bylaws, Conflict of Interest Policy, and Articles of Incorporation which are consistent with the terms of this charter (see Appendix K and L).~~

The Charter School is a directly-funded independent charter school operated by a California nonprofit public benefit corporation pursuant to California law. The Charter School operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California nonprofit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix [INSERT], U, please find the Voice College-Bound Language Academies' Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Charter Management Organization Support and Services to Charter School

Voices College-Bound Language Academies ("Voices") is the nonprofit public benefit corporation that operates as a The charter management organization ("CMO") that-central office supports the instructional and operational needs of all Voices College-Bound Language Academies schools. This ensures accountability to the core beliefs and replication of the successful Voices College-Bound Language Academies model. The CMO will provide a level of autonomy to the Charter sSchool pPrincipal, but many instructional best practices will be imported from the flagship school (Voices Academy) and implemented universally throughout the CMO's charter schools.

The CMO office is structured to provide excellent school support to drive student achievement at the charter school level and build cohesive relationships between the network and Charter School staff. At minimum, monthly meetings between the CMO office

and Charter School leadership, plus multiple monthly Charter School visits will provide an open-minded and reflective environment for continues improvement and professional growth.

The services provided by the CMO to the Charter School are detailed in the [Voices CMO-School Management Services Summary](#) attached as Appendix V

Board of Directors

Composition of Governing Board

The Charter School will be governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The ~~number of directors shall be no less than seven (see Appendix M)~~Board shall have no fewer than five (5) directors. The purpose of the Board is to assume responsibility for the governance of the Voices College-Bound Language Academies charter schools. ~~The board of Directors shall also include:~~

~~a. The School Principal (voting), hired by the Board of Directors, who shall also act as the Chief Executive Officer of the corporation.~~

Formatted: Body Text, Right: 0", Line spacing: single, No bullets or numbering, Tab stops: Not at 0.25"

~~b. At least three disinterested members from the community (voting)~~

Formatted: Body Text, No bullets or numbering, Tab stops: Not at 0.26"

~~c. No more than two parents (voting), of actively enrolled Kindergarten through eighth-grade students of Voices College-Bound Language Academy~~

Formatted: Body Text, Right: 0", Line spacing: single, No bullets or numbering, Tab stops: Not at 0.27"

~~d. One teacher (voting)~~

Formatted: Body Text, No bullets or numbering, Tab stops: Not at 0.26"

~~e. One 8th grade student (who is a non-voting representative to the Board, and not a Board member)~~

Formatted: Body Text, Right: 0", No bullets or numbering, Tab stops: Not at 0.25"

~~f. At its option, the Franklin McKinley School District Board of Education shall appoint one Director (voting). In the event that the District Board fails to appoint the District Director, in any year, on or before April 15 of such year, then the Board of Directors may appoint an additional director to fill that seat for the subsequent school year.~~

Formatted: Body Text, Right: 0", Line spacing: single, No bullets or numbering, Tab stops: Not at 0.24"

At its option, the FMSD Board Trustees may appoint one Director. In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors.

All directors shall have full voting rights, including any representative appointed by the charter school authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint additional directors to ensure an odd number of Board members. All directors shall be designated by the existing Board of Directors.

Except for the initial Board of Directors and the District Director(s), the term of office for members of the Board of Directors shall be three (3) years. Insofar as possible, directors' terms shall be staggered. ~~With the exception of the initial Board members, who may serve an unlimited number of terms, a~~No Board member may serve more than two consecutive three year terms.

The following members ~~will~~ constitute the ~~initial~~ Board of Directors. ~~In addition, t~~The Board will continue to secure additional persons with expertise as needed to sustain an excellent organization and ensure the effective and responsible use of public funds.

Figure: 4.1 – Current Board

<u>Board Member</u>	<u>Bio</u>	<u>Skills</u>
<u>Alice Miller</u>	<u>Alice Miller is a founder of California's first charter school, the San Carlos Learning Center, and a founder of two charter high schools. Ms. Miller worked for the California Network of Educational Charters from 1996-2003. She was the Administrator and CFO for Aurora Charter High School and has served on multiple non-profit boards and charter school boards. Ms. Miller has been the director of Knowledge Management for the California Charter Schools Association ("CCSA") since 2004. She is the technical assistance expert for CCSA, and provides guidance on legal, fiscal and compliance regulations, as well as workshops to charter schools in California and in the nation.</u>	<u>Accounting, finance, charter school governance, charter school development, facilities, legal, compliance</u>
<u>David Richards</u>	<u>David Richards has a BA in History from UC Berkeley and an MA in Education from Stanford University. He brings over 15 years of experience teaching and administering in suburban and urban schools in the Bay Area and in Latin America. He is the Founder and CEO of Growth Public Schools. He was formerly the Chief Regional Officer at Summit Public Schools, a charter network in the Bay Area, responsible for the oversight and management of the Bay Area schools and the day to day operations of the organization. At Summit, his responsibilities have included program design, hiring, evaluation, student recruitment, budget development and management, curriculum and instruction, discipline, fundraising, and leadership development. He also worked as a curriculum writer and a special education consultant. During his time as Executive Director, of Summit Rainier and Tahoma, he led the organization to ultimately overhaul the school model into next generation schools that</u>	<u>Education, school administration, human resources, strategic planning, charter school development</u>

	<u>leverage the power of technology and focus on deeper learning to prepare students for success in the 21st Century.</u>	
<u>Sara Reyes</u>	<u>Sara Reyes is the Division Director for Children, Youth, and Family Development at Catholic Charities of Santa Clara County ("CCSCC"). Ms. Reyes has been with CCSCC for 11 years and manages over 25 contracts with the Division budget exceeding 4 million dollars. Ms. Reyes holds a Bachelors Degree in Liberal Arts from The National Hispanic University and a Masters in Public Administration from San Jose State University. Some of her active memberships include the Franklin-McKinley Children's Initiative Governance Board, the California School-Age Consortium Board, and Los Padrinos Board for the Washington United Youth Center. Ms. Reyes volunteers at St. John Vianney School, Alum Rock Little League, and the Police Athletic League's Berryessa Cougars Football.</u>	<u>School age programs, grant writing, project management, human resources, philanthropy, community outreach</u>
<u>Kristen McCaw</u>	<p><u>Kristen McCaw is the Chief of Staff at Summit Public Schools. Previously at Summit, Kristen has been responsible for opening new schools, executing on the organization's policy agenda, and leading advocacy efforts. Prior to joining Summit, Kristen served as Director of School Development at the California Charter Schools Association. In this role, she crafted a regional growth strategy and provided guidance on all aspects of the school design and development process that supported the launch of 24 new schools.</u></p> <p><u>Previously, Kristen managed special education and assessments at a network of charter schools in Harlem, led the implementation of systems designed to improve teacher and student performance, conducted research on school-transformation policies, and launched college preparation programs for students living in New York City public housing. This work ignited her commitment to ensuring that children in every neighborhood can access an education that will equip them to be the authors of their own futures and leaders in their communities.</u></p> <p><u>Kristen serves on the board of Voices College-Bound Language Academies. She holds a BA in Politics from New York University and an MPA from the University of Southern</u></p>	<u>Charter school development, non-profit management, education reform, public administration, fiscal management, Sepcial Education</u>

	<u>California.</u>	
<u>Duy Vo</u>	<u>Duy is the Head of Engineering for NimbleRx, a pharmacy that enables prescriptions to be delivered to patients. Duy supports the Voices Academy Team by contributing his experience in entrepreneurship, finance, technology, and growth. Prior to his current role at NimbleRx, Duy was Chief Technology Officer and Co-Founder of FundPaaS, an online platform that helps businesses meet working capital requirements via crowdfunding. Duy earned his B.S. and M.S. from San Jose State University, and is passionate about using his software building skills to positively impact the world.</u>	<u>Financial management/accounting, strategic planning</u>
<u>Kim Wisckol</u>	<u>Kim serves as Director, Total Rewards at Gilad and brings valuable experience in Human Resources to the Voices Board of Directors. She began her career at a nonprofit social services organization where she spent 7 years, the last 4 as Executive Director. After earning her M.B.A., she switched to the for-profit sector and spent 30 years in human resources. Working with organizations of all sizes and reaches, Kim developed and implemented performance management systems, compensation and benefits programs, organization development strategies and employee and management training programs. Highlights in her career include implementing a food and shelter program in conjunction with area churches and receiving an United Way award for most innovative counseling program while at the nonprofit; designing the organizational development strategy for a business forced to change its product market; and implementing the compensation and performance management systems for a newly public medical device company.</u>	<u>Human Resources, communications, non-profit management</u>
<u>Servando Sandoval</u>	<u>Servando Sandoval is a partner with the Pahl & McCay Professional Law Corporation practicing in the areas of Commercial Litigation, Business Litigation, Real Estate, and Labor and Employment Law. He has extensive experience in all facets of employment law and fair housing laws, including counseling clients as to day to day employment and housing issues, conducting investigations and defending claims before all Courts and in administrative hearings. He graduated with honors, cum laude, from the University of California at Los Angeles in 1995 with a degree in</u>	<u>Law, real estate</u>

	<p><u>Communication Studies with an emphasis in Chicano Studies. He received his Juris Doctor in 1999 from the UCLA School of Law, where he served as Editor for the Chicano-Latino Law Review. He is admitted to practice in the state of California, including the District Courts in and for the Northern and Central Districts of California, as well as the U.S. Court of Appeals, Ninth Circuit. Mr. Sandoval is the Chair of the Board of Directors of the Hispanic Chamber of Commerce Silicon Valley. Mr. Sandoval also serves on the Board of Directors for the San Jose Day Nursery.</u></p>	
<p><u>Diego Arambula</u></p>	<p><u>Diego Arambula serves as an Entrepreneur-in-Residence for GO Public Schools in Fresno, CA. He brings experience as a Chief Growth Officer, founding principal, and teacher for Summit Public Schools. As Chief Growth Officer and a member of Summit's Executive Team, Diego helped Summit expand its network and grow its impact through innovative partnerships across the country. He began his professional career in politics, serving as the Communications Director for U.S. Representative Cal Dooley after serving as Dooley's Deputy Campaign Manager for a hard-fought campaign in California's Central Valley in 2000. Diego earned his A.B. in government from Harvard University and a Master's in Education from Stanford University. A Pahara-Aspen Education Fellow and member of the James Irvine New Leadership Network, Diego is also on the board of Summit Public Schools and of the Downtown Fresno Foundation.</u></p>	<p><u>Education, communications and PR, real estate, strategic planning</u></p>

The Board may establish committees, other than an executive committee, each consisting of two (2) or more directors, in accordance with Section 5212 of the California Nonprofit Corporation Law. Such committees may include, but are not limited to, Finance, Audit, Governance, Personnel, and Development Committees. The Corporation may also create such committees as may from time to time designate by resolution of the Board of Directors. Such other committees may consist of persons who are not also Directors of the Board. These additional committees shall act in an advisory capacity only to the Board and shall be clearly titled as "advisory" committees. Such committees shall operate in accordance with the applicable provisions of the Brown Act.

Selection and Development of Board Members

~~In selecting representatives, the Voices College Bound Language Academy Board shall~~

~~look for expertise in school administration, business, accounting, and legal, political, nonprofit and fundraising.~~ Board members must have a commitment to the vision, mission and values of Voices College-Bound Language Academy and to the equitable allocation of funds. Board ~~representative members~~ must also have a commitment and a ~~readiness to~~ readiness to be ~~an~~ active learners in our school community. For instance, Board members ~~are willing~~ are willing to participate in workshops and other learning experiences that supplement necessary skills and provide training in effective board practices and understanding of educational theory that drives our school. Funds shall be budgeted annually to support training in key and critical areas (e.g. fiscal, governance, managerial, etc.)

~~The Board shall seek representatives and members of the communities served by Voices charter schools.~~ The Corporation will seek to ensure that the members represent a broad area of expertise and a broad cross-section of the school communities and community-at-large, including financial expertise, community and educational leadership, real estate, law, educational pedagogy, public accountability, business, community outreach, marketing and philanthropy. ~~Individuals paid by the Corporation will not serve on the Board.~~

Roles and Responsibilities of Board Members Meetings and Duties

The Board of Directors or the Charter School will meet regularly and in accordance with the Brown Act. The Governing Board shall be responsible for decision-making concerning the operation and fiscal affairs of Voices College-Bound Language Academy. The Board shall ultimately be responsible for the operation and activities of the Charter School. The primary roles and responsibilities include:

- Oversee implementation of the Charter ~~components~~;
- Follow policies and procedures regarding self-dealing and conflict of interest as laid out in the bylaws;
- Adopt, implement and interpret policy;
- Hold the ~~principal-Executive Director~~ accountable for the academic and fiscal responsibility of the Charter sSchool;
- Allocate funds equitably;
- Approval of hiring, discipline, and removal of ~~the executive director~~ employees;
- Adopt Charter specific budget;
- Approval of overnight or out of state field trips;
- Approval of charter amendments;
- Approval of contractual agreements;
- Act as a hearing body and take action on ~~recommended~~ student expulsion appeals;
- Advocate on behalf of the Charter sSchool by working to fundraise and establish partnerships with community organizations, institutes of higher learning, non-profit foundations and corporate entities that support education through noncommercial relationships.

The Board may initiate and carry on any program or activity or may otherwise act in any manner which is not in conflict or inconsistent with or preempted by any law and which are

not in conflict with the purposes for which schools are established.

The Charter School shall comply with the Brown Act.

The Charter School has adopted a eConflicts of Interest eCode which complies with the Political Reform Act, Corporations Code eConflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflicts Code is attached within Appendix KU. As required, the Conflicts Code will be submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Recall

~~A Board member may be recalled for lack of responsible or active participation, for lack of commitment to the schools, mission, vision and values, or for lack of readiness to participate as a learner in the school community. Recall of a Governing Board Member requires a majority vote by voting seated Governing Board Members.~~

Process for Governing Board Decision-Making

- ~~❖ The Governing Board will meet on a regular basis, a minimum of ten times per year, on a calendar developed by voting members.~~
- ~~❖ Ideally, decisions will be made using a consensus model. If consensus cannot be reached, a majority of seated voting members is necessary for action. The Governing Board will moderate disagreements at the committee level.~~
- ~~❖ Adopted policies will be shared with staff members during regularly scheduled faculty meetings and with parents during parent meetings and Family Handbook.~~
- ~~❖ The Governing Board may only initiate and carry on programs, activities, or otherwise act in a manner which is consistent with the mission and vision stated in this charter and the purposes for which charter schools are established.~~

Conduct of Meetings

~~All Charter School Governing Board meetings and committees will be conducted according to regulations listed below:~~

- ❖ ~~All meetings shall be posted, agendaized, and conducted in accordance with the Brown Act, and otherwise governed by provisions of the Brown Act.~~
- ❖ ~~For advisory committees, committee members may determine the degree of formality necessary to conduct business, and may adopt Robert's Rules of Order.~~
- ❖ ~~Each committee will select a recording secretary. Minutes of each meeting will be recorded by the recording secretary, made available to the staff, public, and Governing Board, and posted in a public place.~~

Formatted: Indent: Left: -0.25", Bulleted + Level: 2 + Aligned at: 0.35" + Indent at: 0.6"

~~Holding Governance Structure Accountable to Parents and School Community~~

~~It is the intent of Voices College-Bound Language Academy to integrate conflict resolution skills into the curriculum and parent education activities. In accordance therewith, community members that have complaints against students, parents, or staff are encouraged to first address the issue with the person directly using the learned conflict resolution skills.~~

~~However, any individual or group may pursue a complaint or concern following the board approved Community Complaint Policy (see Appendix N). Parents receive student discipline and uniform complaint policies on an annual basis in the annual Family Handbook which outlines both a formal and informal process for complaint resolution. The Board has also adopted a separate Prohibition of Sexual Harassment complaint Policy and procedure.~~

Board Training

The Board will attend conferences and in-service opportunities for the purpose of training individual board members regarding their conduct, roles and responsibilities to ensure all members have the necessary information and capacity to be effective. Training may include attending conferences whereby relevant governance training is available and additional trainings and workshops to be held at regularly scheduled Board meetings and retreat each year. Trainings may be provided by Voices legal counsel, the California Charter Schools Association, or other experts. Topics may include, but are not limited to, such items as:

- conflict of interest
- charter school legal compliance
- Brown Act
- special education
- budget and finance

Executive Director

The Executive Director shall be the Chief Executive Officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the Corporation and the activities of the employees of the Corporation. The Executive Director shall perform all duties incident to the office and such other duties as may be required by law, by the Articles of Incorporation, by these Bylaws, by the Charter School's Charter, or which may be prescribed from time to time by the Board of Directors.

- a. The Executive Director shall carry out the policies of the Corporation and the decisions of the Board of Directors.
- b. He or she shall propose policies for adoption by the Board and provide comments and recommendations regarding policies presented by others to the Board.

- c. He or she shall be expected to anticipate the developing needs of the Corporation, charter schools and the community, both short- and long-term, and to interpret those needs and changes for the Board.
- d. He or she shall be responsible for keeping the Board well informed on all matters pertaining to the Corporation at all times.
- e. The Executive Director, or his or her designee, shall be an ex-officio member of all committees related to the CMO.
- f. At each regular meeting of the Board of Directors, the Executive Director shall make a report of the Corporation, and shall present an annual report of the Corporation's activities at the annual meeting of the Board of Directors.
- g. The Executive Director shall be responsible for coordinating the screening, interviewing and hiring, ~~promotion, discipline and dismissal~~ of the full-time teaching faculty, part-time teachers, and all other Charter School and CMO staff, setting salaries within the minimum and maximum limits established by the Board of Directors, and shall conduct or cause to be conducted annual reviews of all personnel. ~~He or she shall recommend to the Board the promotion, discipline and dismissal of all employees.~~
- h. The Executive Director shall be responsible for all required reporting to authorizer(s) and the California Department of Education. Except as otherwise expressly provided by law, by the Articles of Incorporation, by the Bylaws, or by the Charter School's Charter, the Executive Director shall, in the name of the Corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.
- i. The Executive Director shall carry out the duties of the position consistent with the mission and vision of the Charter School, and shall lead by example in implementing the various principles enunciated in the Bylaws and the Charter.

The Principal

The Principal will be the leader of the Charter School. The Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Principal must report directly to the Charter School Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

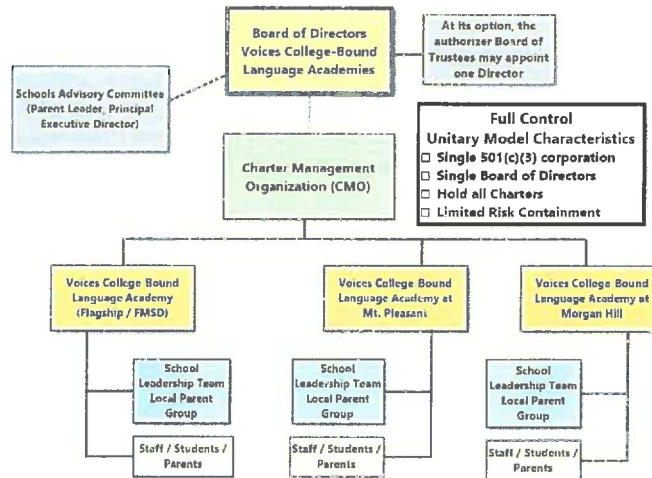
The Principal shall perform assigned tasks as directed by the Charter School Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the ~~Executive Director and~~ Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- ~~Interview and recommend employee hiring, promotion, discipline, and/or dismissal;~~

- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the District;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote the Charter School in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development;
- Attend District ~~administrative~~ meetings as requested by the District and stay in direct contact with the District regarding changes, progress, etc.;
- Attend meetings ~~with the Chief Financial Officer~~ of the District on ~~fiscal~~ oversight issues as requested by the District;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report, the SARC, and the LCAP;
- Manage student discipline, and as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to a business administrator of the Charter School, other appropriate employee, or third party provider.

Figure - 4.0 - Organizational Chart



Parent Engagement

Parents at Voices Academy are provided with opportunities to learn how to best support the success of their children as well as ways to develop as leaders in their own right. We offer workshops in partnership with appropriate external agencies such as Spirit of Youth Yoga, The Teaching Well, Nest, Yahoo, Building & Nurturing Families, Catholic Charities, Valley Verde, Say No to Hate, GenerationYES, FLY, and Valley Christian High School. The Dean of Culture and the principal or designee delivers workshops of interest to the whole school community on topics such as bullying, CCSS, and internet safety, etc. Furthermore, each grade level team designs and facilitates at least two parent workshops over the year which focuses on grade-specific content. Voices Academy workshops are given in English and Spanish and child care is provided.

Another way that parents are encouraged to participate in their child's life is through Family Field trips. Each grade level plans at least one trip a year that happens on a weekend. Teachers choose locations, activities or events that most students in the community would not likely visit or be exposed to. Parents learn about opportunities in the community to enrich their child's life and learn along with their children. Teachers model how to interact with students with high level questions and discussions. Please see Process for Parent Involvement for more precise details regarding parental involvement.

Process for Parental Involvement

Voices College-Bound Language Academy ~~strongly~~ believes that parent engagement is key to student's success. However, no parent involvement plan shall require mandatory service from parents, and under no circumstances shall any student suffer any adverse consequences, including without limitation, denial of admission or readmission based upon a parent's level of service to or other contribution to the school.

We recognize that every parent is able to be involved at different levels due to individual-specific family, work, cultural reasons and even health issues. The definition of parent involvement that Voices College-Bound Language Academy values above all else is parental concern, and home support of the [Charter sSchool's](#) efforts to educate the student through love, nurturing and good parenting. ~~Therefore, two levels of parent involvement both formal and informal will be made available to parents.~~ Parents are expected to exhibit:

Required:

- Commitment and willingness to fulfill the parent agreement [\(see Appendix W\)](#)
- Commitment and willingness to adhere and support all policies as outlined in the Voices College-Bound Language Academy Family Handbook [\(see Appendix X\)](#).
- Two-way communication between the [Charter sSchool](#) and home regarding the education and well-being of the student

Encouraged:

- ~~Tutoring~~
- ~~Homework Center~~
- ~~Classroom volunteer~~
- ~~Parenting classes~~
- ~~Parent information workshops~~
- ~~Governing Board Representative~~
- ~~Eighth grade Exit Interview Teams~~
- ~~Various other committees as deemed necessary~~

Figure 4.2 Parent Participation Opportunities

Parents may also participate in the Charter School through the following opportunities:

<u>Informal</u>	<u>Formal</u>
<ul style="list-style-type: none"> • Tutoring • Homework Center • Classroom volunteer • Parenting classes • Parent workshops • Parent-teacher conferences • Family field trips • Community-building activities and celebrations • Plaza Comunitaria 	<ul style="list-style-type: none"> • English Learner Advisory Committee, CAC, VPACchool ite-ouncil • Safety Team • Leadership Training • Schools Advisory Committee • Governing Board

- Eighth grade Exit Interview Teams
- Family orientation sessions
- Prospective parent tours
- Various other committees as deemed necessary

Informal Opportunities for Parental Involvement:

Every attempt is made to accommodate parents to allow them to participate in some capacity at the Charter sSchool according to their schedules and interests. Parents are surveyed as to what topics are of interest to them and to the best of our ability we will design and plan workshops to meet their needs. In addition, Voices College-Bound Language Academy adds programs and opportunities as needs are assessed (see Appendix YΘ). Notices are placed on a community bulletin board at the Charter sSchool and sent home with students in both English and Spanish.

Voices Academy invites community services and businesses to school events to support our families' development. Additionally, ~~the we have recently hired a Parent Liaison~~Dean of Culture, ~~who~~ supports Voices Academy families locate the services they need. He/she compiles a community referral resource in order to direct families that require services. He is able to connect families to food banks, counseling, and other community resources. After locating the appropriate resources, the liaison-Dean of Culture makes follow-up phone calls to ensure the family is able to, and continues to, access that resource. ~~Voices Academy also holds vision and hearing screening each year to ensure that all students' eye and ear health are being monitored.~~

We also invite community organizations onto our campus. Spirit of Youth Yoga runs yoga and mindfulness classes for our students in K-8th grade two times per week. They are also in the process of training and paying our 8th grade students to facilitate and run yoga workshops with our yoga students. The Teaching Well is an organization that focuses on teacher wellness and mindfulness. A representative from Teaching Well comes twice per month to have individual coaching meetings to support teachers in develop skills that make this work more sustainable. Valley Verde is an organization that seeks to train parents and families in home gardening. They run weekly sessions with families on home gardening and provide free supplies. Valley Christian High School sends 20 - 30 students two days per week to participate in music, art, and sports activities with the students. Lastly, the FLY program works with our 8th graders to discuss self-advocacy and navigating our political and criminal justice system and young men and women. They come on a bi-weekly basis.~~We also invite community organizations onto our campus. For example, a local dentist comes to our Back to School Ice Cream Social to provide families with information about dental care. The community organization Parent Institute for Quality Education (PIQE) held a seminar that guaranteed the participants' children admission to a CSU school upon completing high school. Additionally, Family and Children Services has hosted a series of seminars on parenting strategies.~~

Parents are required-expected to attend two student conferences per year, where parents are provided with a copy of their student's report card with all academic standards. This report card is available in both English and Spanish, so all parents are able to access and understand these expectations. CMost-classrooms have academic standards or objectives posted, as well as a data representation wall so students and families can track academic achievement. In this way, parents are able to visually understand the progress their child is making relative to their peers and ultimate goals.

We also host yearly meetings for parents of CST-CAASPP test-takers (2nd-grade-and higher) so parents understand both what the test entails and what the score reports mean. We hold similar meetings for parents of English Learners to review the results of the CELDT/ELPAC test. All of these meetings provide families with an opportunity to understand the goal and their child's progress relative to that goal. Additional informal methods of parent communications will include:

- Report cards
- Phone calls home (informational from teachers, and satisfaction check-ins from Dean of Culture)
- Surveys (annual, parent-teacher conference, events, activities, workshops, etc.)
- Remind 101
- Tuesday envelope (weekly information)
- Website
- Social media
- Principal open door policy
- Auto call system

Formal Communications:

The Charter School strongly believes in the voice of all stakeholders being heard. This belief is reflected in its governance structure, parent involvement and leadership opportunities. Moreover, we recognize that many of the parents in our community have been marginalized and their voices unheard. Many may have had limited education and leadership opportunities, or are non-English speakers. Nonetheless, their voice matters and we have established process for parent empowerment and leadership development to ensure parent voice at all levels of Charter School decision-making.

The Charter School community will be kept informed regarding school-wide and sub-group specific issues through written materials, website, and public forums such as the VPAC and ELAC community meetings which are held on-site. The whole-school parent community participates in electing fellow parents, as applicable, to leadership positions within these groups. These elected leaders will have opportunities to develop through leadership trainings provided by the Charter sSchool or arranged with outside agencies. These

individuals will be developed so that they likely consider participation at the Schools Advisory Committee and Governing Board level.

The Schools Advisory Committee will be comprised of at least one parent leader from each school in the network, the principal from each school, -and the Executive Director or designee. Their primary purpose is to communicate local issues at the organizational level and serve as advisors to the Board. The committee will meet at least three times per year at a location and time determined by the committee. The Schools Advisory Committee will also be afforded training opportunities to further their expertise and knowledge base regarding such topics as school funding and laws.

Parents members of the Schools Advisory Committee will be encouraged and developed to consider participation at the Board level (although participating through this leadership development trajectory is not necessary for parent board participation).

| _____

|

Element 5: Employee Qualifications Human Resources

Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the [charter school](#). Education Code Section 47605(b)(5)(E).

Voices College-Bound Language Academy hires teachers, school support staff and administrative staff as the [Charter sSchool](#) grows and needs arise ~~-(see Appendix Z for job description of some key employees).~~ Due to the growing nature of the Charter School, responsibilities are subject to change at any time. A single individual may assume the responsibilities of more than one position, or staff may be shared between Voices schools. In addition, Voices College- Bound Language Academy may contracts with FMDS or with outside vendors for business services, legal consultation and facilities expertise as needed.

CommitmentGeneral Requirements for All Employees

A high level of effort and commitment is needed by staff of Voices College-Bound Language Academy. Service at Voices College-Bound Language Academy is ~~regarded as~~ regarded as a privilege. Every employee must consider it an honor to be in the presence ~~of children of children.~~ All employees must fully support the mission, vision and values of the school and must be willing to actively and enthusiastically participate in a professional learning community. Additionally, all staff must demonstrate a strong desire to teach an academically rigorous curriculum and have an unswayable belief that all students can achieve at high levels. Therefore, it is expected that applicants for positions at Voices College-Bound Language Academy measure up to the highest standards. ~~Every employee~~ Every employee shall sign and adhere to the Commitment to Excellence Form (see Appendix [AAP](#)).

Qualifications of the PrincipalOf Administrator

Roles and Responsibilities of Principal

Besides being responsible for planning, coordinating, supervising the day-to-day business operations of a school and program compliance, the principal is responsible for the instructional leadership of the Charter sSchool including evaluation of all certificated and non- certificated personnel; planning and implementing staff development; managing, monitoring, analyzing, taking action, and evaluating those actions based on a variety of data sources (statistical, anecdotal, observational, etc.). The principal responsibilities- also include, but are not limited to those outlined in the job description (see Appendix Q).

Comment [V13]: Pasted from page 39

The Principal of Voices College-Bound Language Academy must have educational experience and a direct knowledge of the curricula, techniques, and expectations of the profession. More specifically, the principal must have experience with Dual Immersion Programs and English [Language](#)-Learner's. The Principal must be committed to the best education possible for all the children and must be able and willing to work cooperatively with staff, the students, and the community. The Principal must also have leadership qualities and a vision consistent with the [Charter sSchool's](#) mission and educational program. Charter school experience, English/Spanish bilingualism, an MA and a Tier II Administrative Credential are desirable.

Candidates for Principal shall be screened, interviewed by the Executive Director (or his or her designee) and hired by the Governing Board. The Voices College-Bound Language Academy Principal shall report to the Executive Director and be accountable to the Voices College-Bound Language Academy Governing Board.

Qualifications of Teachers

All teachers of core, academic subjects at Voices College-Bound Language Academy shall hold an appropriate Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold (pursuant to Education Code Section 47605(1)). and shall meet the applicable highly qualified teacher federal requirements for No Child Left Behind/ESEA.

Teachers shall hold a Bachelor's Degree and prior teaching experience is desirable. Additionally, the Charter sSchool will hire teachers who are bilingual Spanish speakers (if their position demands it), have a desire to teach English Learners, historically underserved communities, and have an appropriate credential with authorizations a needed. have either a Multiple Subjects credential with Bilingual Emphasis, a Bilingual Cross-Cultural, Language and Academic Development credential (BCLAD), a Language Development Specialist authorization (LDS), a Cross-Cultural Language and Academic Development credential (CLAD), or be on a waiver from the Governing Board because they are enrolled in a credential program. The Charter sSchool will maintain a current copy of teacher certificates on file and ready for inspection at the CMO office. The Human Resource Manager will monitor compliance and assignments at least once per year and report to principal in a timely fashion.

Qualifications of School Support Staff

Voices College-Bound Language Academy reserves the right to hire or retain non-credentialed-certificated school supportinstructional staff for non-core, non-college preparatory courses subjects (e.g. enrichment), as per charter law, if that prospective staff person has an appropriate mix of subject matter expertise, professional experience, and demonstrated capacity to work successfully in such capacity. All non-instructional support staff will possess experience and expertise appropriate for their position.

Voices College-Bound Language Academy may also hire or retain a non-credentialed certificated instructional support staff (Associate Teachers) to support core or college subjects. In such instances the instructional support staff will meet one of the following qualifications: two years of higher education study, an associate degree or higher, or a passing score on a formal state or local academic assessment that demonstrates the ability to assist in teaching reading, writing, and mathematics.

Itinerant Staff and Agencies

All individuals and agencies staff shall be qualified to provide education services as required by the Education Code and the IDEA as applicable. All non-credentialed instructional and school support staff will be considered Voices College-Bound Language Academy employees, will serve on a temporary, year-to-year renewable basis and will

~~receive hourly wages but are not covered by any state retirement benefits; nor do these staff members have any right of employment beyond Voices College Bound Language Academy.~~

Non-Certificated Administrative Staff

Voices College-Bound Language Academy employs or retains non-certificated administrative staff to be responsible for administrative duties, including record keeping, office management, and other non-instructional duties as assigned. The administrative staff shall possess experience and expertise appropriate for their position within the [Charter School](#) as outlined in their job description.

Hiring and Accountability of School Employees

~~The Principal will actively recruit strong, qualified candidates through word of mouth and individual contacts, as well as advertising, marketing, and effective use of the press such as Craig's List and teacher networks such as EdJoin.~~

~~Voices College Bound Language Academy will consider a teacher applicant for hire after they have successfully completed a circuit interview process. The principal will convene an interview team, consisting of the principal and any combination of teachers. The principal will provide training for the team. The interview team will conduct the circuit interviews and keep a candidates philosophical match with the program, mission and vision in primary consideration throughout the process.~~

~~In one phase applicants are asked to respond in writing to prompts intended to reveal applicant's understanding of teaching theory and teaching knowledge as it specifically pertains to second language learners and instruction. In another phase applicants are asked to respond to a series of scenarios which are designed to reveal teachers commitment to Voices College Bound Language Academy mission, vision and values. In the next phase applicants are observed teaching a lesson (live or video taped) and given immediate feedback. This phase is intended to reveal an applicants' willingness to reflect on teaching practice and for improvement of their pedagogy. Candidates also participate in such tasks as an oral interview and role play. If an applicant's position requires bilingualism, each phase will ask applicants to demonstrate proficiency in both languages.~~

~~The hiring team confers and makes recommendations to the principal who makes the final decision. The principal then conducts reference checks and makes an offer to the candidate pending board approval. The Voices College Bound Language Academy Principal is responsible for recommending finalists for positions at Voices College Bound Language Academy to the Board. The selection procedures shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, or disability. It is our intention that Voices College Bound Language Academy staff reflects the diversity of the community. Voices College Bound Language Academy employees shall be accountable to the administrator of Voices College Bound Language Academy.~~

~~All faculty and staff undergo a criminal background check and fingerprinting to be conducted by the Department of Justice and the FBI, as well a child abuse registry check. The applicants are required to provide a full disclosure statement regarding prior criminal~~

records. All staff are required to produce documents for U.S. employment authorization and a Mantoux tuberculosis (TB) test. Education Code Section 44237 are followed regarding employee health and safety clearance: fingerprinting, TB tests, medical screening, etc.

Professional Learning Communities

Voices College-Bound Language Academy is a school based on best practices, innovative initiative and the search for excellence. The school strives to make teaching public by inviting the community and other educators and teachers to observe and learn from us. Likewise, we will seek out best practices from the educational community.

Teachers at Voices College-Bound Language Academy are drawn by the opportunity to work with like-minded individuals with an undying commitment to professionalism, collaboration and constant learning. Teachers will actively and enthusiastically participate in a Professional Learning Community (PLC). According to Dufour (2005), "teachers in a professional learning community engage in continuous inquiry about teaching. They are researchers, students of teaching, who observe others teach, have others observe them, talk about teaching, and help other teachers. In short, they are *professionals*." A professional learning community can be characterized by:

- Shared Mission, Vision, Values and Goals
- Collective Inquiry
- Collaborative Teams
- Action Research Orientation
- Continuous Improvement
- Results Orientation

The PLC is supported by our professional development model, opportunities for daily teacher collaboration/planning, and coaching by the principal who serves as the schools instructional leader.

Professional Development

Teacher at Voices College-Bound Language Academy have the unique opportunity to grow as professionals and to develop at leaders. Teachers are provided with one hour of daily professional development four-five times per week, and with one hour of prep time per week. This award-winning professional development model called mid-day block was developed by Peggy Bryan, founding principal of Sherman Oaks Dual Language Charter School in San Jose, California. Mid-day block not only affords teacher with the time need to learn and collaborate as professional that has been proven to directly correlate with high student achievement, but also provides time for student intervention and enrichment activities.

Voices College-Bound Language Academy teachers engage in continuous, daily professional development and in cycles of inquiry based on the following essential questions:

- Has anything changed for my students because of the ACTION I have taken?
- Were learning goals actually reflected in the outcomes of student work?
- How do I know my students have learned?

Comment [V14]: Psted from p. 39

- What do I do when students don't learn?
- What do I still need to learn to better serve my students?

Teachers are supported in their professional growth with ample time for planning and collaboration and resources for improving instruction. Professional development is lead mutually by teachers and the principal who serves as the instructional leader. Professional development time is driven by the principals' classroom observations, student data and teacher needs. Regular scheduled professional development time is used to read articles, books and research and discuss findings and application to our school. This type of research leads to the development of a common language shared by both administrators and staff, which in turn helps us realize our school mission and vision. Other time is devoted to data analysis, looking at student work, community building, and collaborative planning of lessons, units, and curriculum.

In addition to regular school year professional development, teachers also engage in an ~~8-10 day~~ 2-week summer retreat/in-service. This time is dedicated to understanding and fostering school culture, explicitly stating high expectations for all, curriculum mapping, scope and sequence development, unit development, Power Standards development and to other year-long school wide planning.

~~Besides learning, teacher in a PLC have the responsibility to teach others and to share/exchange knowledge about best practices. Therefore, teachers have the opportunity and are expected to develop as leaders by:~~

- ~~• Making their teaching "public";~~
- ~~• Observing and giving each other critical feedback;~~
- ~~• Leading professional development;~~
- ~~• Presenting at professional conferences;~~
- ~~• Welcoming visiting educators and other observers into their classrooms, and~~
- ~~• Mentoring interns and student teachers.~~

Staff Observations

The Principal is responsible for observing and supervising all school staff. The Principal or designee conducts both formal and informal observations. Informal observations may consist of daily classroom walk-throughs, review of lesson plans, observation of interactions with fellow staff and contributions to professional conversations.

Staff-Teacher Evaluation

Voices College-Bound Language Academy (with teacher, administrator and Board input) examined a new approach to evaluate the performance of teachers. This resulted in a Teacher Performance Rubric and procedure for teacher evaluation. Successfully increasing student achievement requires creating and sustaining organizational structures in schools that focus on assessing and improving teaching and learning. Teacher evaluation is one of those structures.

The rubric provides a detailed view of the professional practice that teachers are expected to

demonstrate. These standards define the skills, knowledge, professionalism, and expertise that are expected of teachers at Voices College-Bound Language Academy. It is against these standards that teachers are evaluated annually.

Voices College-Bound Language Academy recognizes that teachers are also learners and need a collegial and supportive atmosphere in order to thrive. We believe that a teacher evaluation process that focuses on teachers working in partnership with supervisors is more effective than traditional evaluation procedures. Consistent with the movement for standards for students, this approach starts with a comprehensive model or description of what teachers should know and be able to do, represented by explicit standards covering multiple domains and including multiple levels of performance defined by detailed behavioral rating scales. Voices [Academy](#) has chosen a standards-Based Teacher Evaluation System to:

- Ensure high student achievement;
- Align mission, vision, and goals with practice;
- Foster opportunity for professional growth and constant learning;
- Establish common understanding of teaching expectations;
- Develop a more explicit internal accountability focus to support the external accountability required by the [Charter sSchool's](#) charter and public accountability; and
- Provide guidance for teacher's efforts to improve practice.

The rubric promotes an evaluation system in which the type of bonus pay a teacher receives depends upon knowledge, skill, and performance. This is intended as a cooperative process, with the responsibility for documenting and tracking accomplishments shared by the teacher and the evaluator. Teachers are encouraged to keep a Professional Portfolio.

Yearly Procedures

1. Principal or designee provides a copy of the Knowledge and Performance Rubric to the teacher.
2. Principal/designee will have conducted a minimum of one observation visit.
3. Pre-Evaluation Conference –The teacher conducts a self-evaluations and meets with the Principal or Designee to discuss the preliminary rubric standing.
4. The first Rubric evaluation is completed by the principal /designee and provided to the teacher.
5. Principal/designee will conduct at least two additional observation visits.
6. The final Rubric evaluation is completed by the Principal /designee and provided to the teacher.

Other Staff Evaluations

Evaluation procedures will be conducted in a manner established by the administration and approved by the Board. Procedures will include supervision and evaluation, self-evaluation, and professional goal setting. ~~Roles and Responsibilities of Principal~~

~~Besides being responsible for planning, coordinating, supervising the day-to-day business operations of a school and program compliance, the principal is responsible for the instructional leadership of~~

~~the school including evaluation of all certificated and non-certificated personnel; planning and implementing staff development; managing, monitoring, analyzing, taking action, and evaluating those actions based on a variety of data sources (statistical, anecdotal, observational, etc.). The principal responsibilities also include, but are not limited to those outlined in the job description (see Appendix Q).~~

~~Vote of non-confidence~~

~~To ensure that all school stakeholders' voices are heard in regards to the management of the school and the stewardship of the mission and vision, the principal must receive a 2/3 majority vote of non-confidence by the schools parents, a 2/3 majority vote of non-confidence by the staff coming back to the school the following year and a 2/3 majority vote by the governing board. In the event of a vote of non-confidence, the Governing Board may exercise an option to offer the Principal a one (1)-year improvement plan. If that option is not exercised, then prior to March 1, the governing board will issue the required legal employment notification to the Voices College Bound Language Academy principal.~~

~~Compensation and Benefits~~

~~*Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).*~~

~~Voices College Bound Language Academy recognizes and values that fact that teachers are the key to the school's and student's success. We recognize that teachers must be compensated as professionals and that much will be required of them. Therefore Voices College Bound Language Academy has offered base salaries that are competitive as well as bonuses and stipends.~~

~~In addition to salary, teachers have been offered competitive benefits package. The operation manager and principal are responsible for ensuring that appropriate arrangements for any coverage are made. Salary and stipends, along with standards of professional conduct are outlined in the At-will employment agreement. Performance evaluations are conducted by the Principal or designee.~~

~~Voices College Bound Language Academy participates in the federal Social Security system for non-credentialed employees, and provides State Teachers Retirement System (STRS) benefits to all eligible employees.~~

~~Voices Academy retains the option for its Board to elect to participate in the Public Employee Retirement System ("PERS") as applicable in the future should it find that participation enables the school to attract and retain higher quality staff. If the school elects to have its staff participate in the PERS system in the future, then all eligible staff will do so.~~

~~The Principal is responsible for ensuring that all mandatory deductions and reports are made.~~

Employee Representation

~~Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).~~

~~Voices College Bound Language Academy shall be the exclusive public school employer for purposes of the Education Employment Relations Act ("EERA"). The Charter School will comply with the EERA.~~

Rights of School District Employees

~~Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).~~

~~Permanent employees of FMSD who leave their positions to work for Voices College Bound Language Academy shall retain any rights that the District specifies. Any right to return to employment in the District shall be specified by the District. Voices' employees do not have employee rights within FMSD upon exit from Voices Academy.~~

| _____

|

Element 6: Health and Safety Procedures

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish ~~the school~~ with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

Voices Academy will follow clear procedures to ensure the health and safety of pupils and staff. Voices Academy will adopt and implement site-specific, comprehensive health and safety policies and procedures and risk management policies in consultation with insurance carriers and risk management experts. Health and safety policies will be annually updated and reviewed. These policies will be distributed to all staff and families.

The Charter School is committed to providing and maintaining a healthy and safe work environment for all employees. Employees are required to know and comply with the Charter School's general safety rules and to follow safe and healthy work practices at all times. Employees are required to immediately report to their supervisor any potential health or safety hazards and all injuries or accidents. In compliance with Proposition 65, the Charter School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

~~While Voices College Bound Language Academy shares a campus with Hellyer Elementary school, it will abide and follow all of FMSD safety protocols as well as defer any emergency or drill coordination's to the Hellyer principal.~~

~~Voices College Bound Language Academy uses the following health, safety, and risk management policies to the same extent as would be required if the pupil attended a non-charter public school including:~~

- ~~• All enrolling students provide records documenting immunizations.~~
- ~~• Provide for the screening of pupil's vision and hearing~~
- ~~• Provide for the screening of pupils for scoliosis.~~
- ~~• Staff is trained in procedures and policies in response to natural disasters and other emergencies including fires, earthquakes and Code Red.~~
- ~~• Staff is trained in preventing contact with blood borne pathogens.~~
- ~~• Clerical staff is trained in administration of prescription drugs.~~
- ~~• Fire Marshall Inspection records shall kept on file with the chartering district.~~
- ~~• Adherence to state and federal policies establishing the schools as a drug, alcohol, and tobacco free workplace.~~
- ~~• Each employee of the school shall submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237, and each contractor with access to students will do the same, under Education Code Section 45125.1.~~

~~Furthermore, Voices Academy makes campus and student safety a priority. We have parent volunteers and a supervising teacher assisting student arrivals and departures before and after school every day. These adults ensure drivers follow safety and traffic rules.~~

~~Voices Academy and Hellyer Elementary have developed a partnership committed to~~

~~campus safety. We have developed a closed campus policy and the entrance gate is closed and locked ten minutes after school begins, leaving the only way to enter campus through the Hellyer main entrance. All visitors to campus must sign in at the office and receive a volunteer identification sticker. Furthermore, Safe Passages coordinates Walk to School Week in October with a Hellyer Voices partnership to encourage families to walk or bike to school, in order to reduce local traffic and encourage an active lifestyle. Voices Academy and Hellyer Elementary also promote "Walk to School Wednesdays," and we provide incentives to students and families for participation. Our two schools also coordinated emergency preparedness drills, including fire drills, code blue, code red, and earthquake drills.~~

All staff members are also well versed in established safety and emergency precautions, including Code Red (intruder alert), Code Blue, and fire and earthquake drills. Staff members, including yard duties and clerical workers, are required to attain CPR and First Aid certification and maintain these credentials. In addition, teachers are required to complete online Safe Schools seminars related to emergency situations, including how to properly proceed in the presence of blood-borne pathogens, first aid, child abuse reporting, and playground safety. Trainings are differentiated according to the position the staff member holds at Voices Academy. Additionally, all recommended safety drill procedures and evacuation maps are posted in all classrooms.

Tuberculosis Risk Assessment and Examination

Employees will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Procedures for Background Checks

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining criminal record summary. The Human Resource Manager of the CMO shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

First-Aid and CPR Training

All individuals working with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, Principal, school assistants, yard duty) must receive, renew, and maintain basic first-aid and Cardiopulmonary Resuscitation ("CPR") certification by the first day of school for students.

All new teachers are required to complete one approved three-hour course in CPR and one

approved three-hour course in first aid before their first official day of school. All continuing teachers are required to take a refresher course in both CPR and first aid.

Role as Mandated Child Abuse Reporting

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

On-Line Safety Training

The safety of all employees and students is of utmost importance. We are pleased, therefore, to offer the SafeSchools professional development and training courses to our staff. All employees are required to receive certain mandatory trainings each year. These courses are informative and helpful in maintaining safe working conditions for employees and students. The trainings are offered online, and most are also offered in Spanish.

Communicable, Contagious, or Infectious Disease Prevention Policy

The Charter School recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and body fluids.

The Board desires to protect the entire Charter School community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease. All students and employees shall be provided appropriate periodic instruction in basic procedures recommended by the California Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff. (See Immunizations/Physical Exams). Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and smoke free workplace.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Exposure Control Plan for Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees and students from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450 et seq. as applicable to the grade levels served by the Charter School.

Immunizations

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Administration of Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of as race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

~~Dispute Resolution Between the School and the Charter Granting Agency~~

~~Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).~~

~~In the event that Voices College Bound Language Academy and FMSD have disputes related to the terms of this charter or MOU's, the Superintendent and the Principal of the Charter School shall meet informally to resolve the dispute. If the dispute is not resolved during this informal meeting, the dispute shall be placed in writing by both parties and a joint meeting shall be held within two weeks of the informal meeting with the Superintendent, the Principal and two members of each respective governing board. If this joint meeting fails, Voices College Bound Language Academy and FMSD will hire and~~

~~evenly share the cost of an agreed upon neutral third party mediator. If a mediator cannot be agreed upon, a randomly selected mediator from the State Mediation Service shall be used. If the parties still fail to reach agreement, both parties are free to pursue any and all legal remedies.~~

Comment [V15]: Pasted from p. 182

Internal Disputes

~~The Board of Trustees of the FMSSD agrees to refer all complaints regarding Voices College Bound Language Academy operations to Voices College Bound Language Academy Governing Board and School Principal for resolution in accordance with Voices College Bound Language Academy adopted policies. The district shall not intervene in any such internal disputes without the consent of the governing board of the school. Parents, students, Council members, volunteers, advisors, partner organizations, and staff at Voices College Bound Language Academy will be provided with a copy of Voices' policies and dispute resolution process and will agree to work within it.~~

Comment [V16]: Pasted from p. 183

II — Student Admissions, Attendance, and Suspension/Expulsion Policies

Element 7: Means to Achieve Racial and Ethnic Balance
Student Admission Policies and Procedures

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

~~Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).~~

Voices will ensure that all FMSD residents are given an equal opportunity to apply for enrollment. We will assure that those students with lower academic achievement levels are informed of the option for Charter School enrollment through targeted recruitment efforts in locations and through means likely to reach this target population. We are committed to serving any child who wishes to attend Voices Academy and our recruitment efforts will include outreach to Hispanic, English Learner, and socio-economically disadvantaged populations.

Voices Academy will engage a variety of means and strategies to strive to achieve a racial/ethnic balance reflective of the general population of the District. These strategies will include:

- Develop promotional materials, such as brochures, flyers, and advertisements in English as well as Spanish.
- Outreach efforts via neighborhood groups, community organizations, churches and other leadership organizations.
- Visit local Head Starts, social service agencies, clinics, community centers, religious organizations, and other community organizations to publicize the Charter School.
- Attendance and participation at local events and activities to promote the Charter School and to meet prospective students and their families.
- Distribute promotional material to local businesses, libraries, and resource centers.
- On-going updates to Voices- social media pages and website.
- Community walks through neighborhoods and door to door campaigning.
- Open house and tour visits for prospective parents.

Voices Academy will document its outreach efforts, and analyze the information to evaluate if we have met our enrollment targets. On an on-going basis, the Charter School will utilize this information to refine its outreach efforts. Voices Academy will conduct the following recruitment monitoring efforts:

- Maintain enrolled student demographic information on a student information system ("SIS").

- Keep on file documentation of the efforts made to achieve racial and ethnic balance.

| _____

|

Element 8: Admission Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Non-Discrimination

~~Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).~~

The school shall be non-sectarian in its program, admissions policy, employment practices and all other operations and will not charge tuition. ~~Students will be considered for admission without regard nor discrimination against any student based upon any of the characteristics listed in Education Code Section 220, (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).~~

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Voices College-Bound Language Academy actively recruits a diverse student population of students from within the District and surrounding areas who understand and value the Charter School's mission and are committed to the Charter School's instructional and operational philosophy. Prospective students and their parents or guardians are briefed regarding the Charter School's instructional and operational philosophy and informed of the Charter School's student-related policies during community open houses.

Students wishing to attend Voices Academy must follow the Charter School's admission procedures with respect to completing applications and enrollment forms and documents by the announced deadlines, and must attend an enrollment informational meeting after notification of admission. Such meetings will occur multiple times, and will be held during the day, evenings and weekends to accommodate parent schedules. Should a parent be unavailable for a scheduled meeting, a private appointment may be arranged to accommodate the parent/guardian. Late return of enrollment documentation, following notification of admission, will result in loss of place on the admission list and placement at the end of the waiting list.

The Charter School establishes an annual recruiting and admission cycle, which includes reasonable time for all of the following: (1) outreach and marketing, (2) tour sessions for parents, (3) an open enrollment and application period, (4) public random drawing

(“lottery”) if necessary, and (5) enrollment. The Charter School fills vacancies or openings that become available after this process using a waiting list.

Figure 8.0 – Anticipated Open Enrollment, Application, Drawing, Admission, and Enrollment Process

<u>January-February</u>	<u>Open enrollment: Application forms available in Charter School office or other publicized and accessible location and online at the Charter School’s website. Prospective parent tours scheduled and publicized.</u>
<u>End of February</u>	<u>Open enrollment closed: All application forms due to Charter School</u>
<u>Within two weeks of close of open enrollment</u>	<u>Public random drawing (if necessary).</u>
<u>Within a week of public random drawing</u>	<u>Admission notifications made.</u>
<u>Within two weeks of notifications</u>	<u>Mandatory Enrollment Information meetings or 1-1 meetings held</u>
<u>One month after enrollment packet handed out</u>	<u>Completed enrollment packets due back to the Charter School including, but not limited to: Proof of age, immunization records, Home language Survey, emergency medical information and parent agreement.</u>

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception existing of the following students, who are guaranteed admission⁷ in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students:

- Students currently enrolled at the Charter School
- Siblings of students already enrolled or admitted into the Charter School
- Children of teachers or staff, not to exceed 10% of the total Charter School enrollment

⁷ If the number of exempted students exceeds available capacity at any grade level, a lottery will be held within the group of exempted students to determine admission and begin the wait list.

Admission preferences in the case of a public random drawing shall be given to the following students:

- Students who reside in the District
- Students who qualify for free or reduced price meals

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be placed on the wait list in the order selected according to their draw in the lottery. Applications submitted after the lottery will be placed on the wait list in the order received. The Charter School will accept applications for a specified period after the conclusion of the public random drawing. At the conclusion of this period, the Charter School will conduct a subsequent public random drawing and place students at the end of the waiting list in the order drawn. This wait list will allow the option of enrollment in the case of an opening during the current school year. In no circumstances will a wait-list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in English and Spanish in the application form, the Charter School's website and prospective parent tours.

~~Admission to the school is open to any resident of the State of California. Prospective students and their parents or guardians are briefed regarding the school's instructional and operational philosophy informed of the school's student related policies. The school establishes an annual recruiting and admission cycle, which includes reasonable time for all of the following: (1) outreach and marketing, (2) orientations sessions for parents and students;~~

~~(3) an admission application period, (4) an admission lottery if necessary, and (5) enrollment. The school fills vacancies or openings that become available after this process using a waiting list.~~

~~Should more students wish to attend than the Charter School has capacity, it will hold a public random drawing. Existing students will be exempt. First enrollment preference in the drawing is given to students residing in the Franklin McKinley School District at large, second to siblings of existing students, third to students outside the FMSD.~~

~~Voices College-Bound Language Academy does not wait for motivated students and families to come to them; rather, the staff goes door-to-door to homes, and into the community. We have visited churches, community centers, libraries, pre-schools, local businesses, etc., to actively seeking out parents who might not be aware of this opportunity otherwise.~~

In the event of a public random drawing, the District shall make reasonable attempts to accommodate the growth of Voices College-Bound Language Academy and, in no event shall not take any action to impede Voices College-Bound Language Academy from expanding enrollment to meet student demand. (Education Code 47605(d)(2)(C). Voices

~~College Bound Language Academy will enroll students on site.~~

~~Enrolling students must provide documentation of all legally required immunizations upon enrollment.~~

Element 9: Annual Independent Financial Audits

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(I).

Audits

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law ~~and~~, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

~~Voices College Bound Language Academy board of directors. The audit committee selects an independent auditor. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider and the completion of an annual audit of the school's financial affairs by December 15th. The audit verifies the accuracy of the school's financial statements, attendance and enrollment accounting practices, and reviews the school's internal controls. The audit is conducted in accordance with the State Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.~~

~~The annual audit is completed within six months of the close of Voices College Bound Language Academy fiscal year and then a copy of the auditor's findings is and forwarded to the chief financial officer of FMSD, the Voices audit committee, the State the state Controller, the county superintendent of schools, and, the State Controller, the eCounty sSuperintendent of sSchools, and the California Department of Education by December 15th annually. The school's Board audit committee reviews any audit exceptions or deficiencies and reports to the school's Voices Board of Directors within 30 days with recommendations on how to resolve them. The board then submits a reports to the charter granting agency District regarding describing how the exceptions and deficiencies have been resolved to the satisfaction of the District within 10 days along with an anticipated timeline for the same.~~

Any disputes regarding the resolution of audit exceptions and deficiencies are referred to the dispute resolution process contained in this petition. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

The Charter School will annually budget the necessary funds for the audit to be conducted.
Please see Appendix [ABR](#) for [the Charter School's](#) most recent audited financial statements.

~~Voices Academy has an annual independent financial audit currently performed by
Vicenti, Lloyd, and Stutzman LLP which employs generally accepted accounting
principles, including a listing of audit exceptions and deficiencies and whom is approved
by both the Californian Department of Education and the State Controller's Office and
has experience in educational finance. Because of strong policies, procedures and
practices, to date the school has not had any exceptions or deficiencies.~~

Public School Attendance Alternatives

~~Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).~~

~~Families will be counseled regarding our Dual Immersion Program model and encouraged to make the best educational decision for their child. Families that prefer English only instruction will be offered enrollment alternatives within their district or county of residence to the degree their district of residence allow.~~

Element 10: Suspension and /Expulsion Procedures

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

~~Voices College-Bound Language Academy has developed and maintained a comprehensive set of student discipline policies, including suspension and expulsion as described below.~~

Introduction

~~This Pupil Suspension and Expulsion Policy (“Policy”) for Voices College-Bound Language Academy (“School”) has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.~~

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. The Policy and its Procedures will be printed and distributed as part of the Family Handbook and will clearly describe discipline expectations.

~~Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.~~

~~Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.~~

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Administrative Procedures are available on request at the Director/Principal’s office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

~~The School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 ("ADA") and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The Charter School shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.~~

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical

or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- q. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- a. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a

nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.

b. Willfully used force or violence upon the person of another, except self-defense.

c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical

or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- r. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2. "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - 1. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - 2. For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic,

educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).

x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Administrative Panel that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by a recommendation for expulsion from the Principal. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parent/guardian may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any

way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual

battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. ~~No~~ Right to Appeal

~~The pupil shall have no right of appeal from expulsion from the Charter School as to the Charter School Board's decision to expel shall be final by submitting a written request for appeal to the Board within thirty (30) days of the expulsion date. Upon receipt of the written request, the Board will review the expulsion de novo in accordance with the procedures in this policy. Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened (within thirty (30) days), at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Principal or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing. The Charter School Board's decision to uphold the Administrative Panel's decision to expel shall be final.~~

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services

and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

|

=====

|

Suspension

Definition

~~Suspension is the temporary removal of a pupil from class instruction for adjustment or disciplinary reasons. Suspension does not mean any of the following:~~

- ~~➤ Reassignment to another education program or class at the School where the pupil will receive continuing instruction for the length of day prescribed by the Board for pupils of the same grade level;~~
- ~~➤ Referral to a certificated employee designated by the Principal to advise pupils;~~
- ~~➤ Removal from the class, but without reassignment to another class for the remainder of the class period without sending the pupil to the Principal or designee.~~

~~While suspended, the pupil may not loiter on or about any School grounds at any time, nor attend or participate in any School activity at any time, no matter where such activity is taking place. Violation may result in further disciplinary action.~~

Authority

~~The Principal or his/her designee may suspend a student from class, classes or the school for a period up to ten consecutive days, not to exceed twenty school days in any academic year. The Principal or his/her designee may extend a student's suspension pending final decision by the Board of Directors of the School, or a formal committee thereof, on a recommendation for expulsion. On a recommendation for expulsion, the Board of Directors may suspend a special education student being considered for expulsion in accordance with the laws relating to expulsion of special education students.~~

~~A pupil may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of Voices College-Bound Language Academy. A pupil may be suspended or expelled for acts that are enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:~~

- ~~➤ While on school grounds;~~
- ~~➤ While going to or coming from school;~~
- ~~➤ During the lunch period, whether on or off the school campus;~~
- ~~➤ During, going to or coming from a school sponsored activity.~~

Grounds

~~Students may be suspended or expelled for any of the following acts (whether completed, attempted or threatened) when it is determined the pupil:~~

- ~~➤ Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense;~~
- ~~➤ Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the Principal or designee's written concurrence;~~
- ~~➤ Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind;~~
- ~~➤ Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant;~~
- ~~➤ Committed or attempted to commit robbery or extortion;~~
- ~~➤ Caused or attempted to cause damage to school property or private property;~~
- ~~➤ Stole or attempted to steal school property or private property;~~
- ~~➤ Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel;~~
- ~~➤ Committed an obscene act or engaged in habitual profanity or vulgarity;~~
- ~~➤ Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5;~~
- ~~➤ Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials or other school personnel engaged in the performance of their duties;~~
- ~~➤ Knowingly received stolen school property or private property;~~
- ~~➤ Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a~~

reasonable person to conclude that the replica is a firearm;

- ~~Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266e, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code section 243.4;~~
- ~~Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness;~~
- ~~Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma;~~
- ~~Made terrorist threats against school officials and/or school property;~~
- ~~Committed sexual harassment;~~
- ~~Caused or participated in an act of hate violence;~~
- ~~Engaged in or attempted to engage in the hazing of another;~~
- ~~Committed acts of dishonesty;~~
- ~~Committed vandalism/malevolent mischief;~~
- ~~Violated academic ethics, guiding principals or other school policy;~~
- ~~Committed forgery;~~
- ~~—~~
- ~~Falsely activated a fire alarm or improperly used safety equipment when no emergency existed;~~
- ~~Caused ongoing minor disturbances that disrupted instruction;~~
- ~~Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment;~~
- ~~Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.~~
- ~~Has excessive office referrals (four or more).~~

~~Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.~~

Procedures Required to Suspend

Step One

~~The Principal or designee shall investigate the incident and determine whether or~~

~~not it merits suspension.~~

~~Searches: In order to investigate an incident, a student's attire,¹⁰ personal property, school property, including books, desks and school lockers, may be searched by a Principal or designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. Illegally possessed items shall be confiscated and turned over to the police.~~

~~Step Two~~

~~The Principal determines whether the offense warrants a police report. The Principal will report certain offenses to law enforcement authorities in accordance with Education Code section 48902.~~

~~When the Principal releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the Principal shall take immediate steps to notify the parent, guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse.~~

~~Step Three~~

~~Suspension will be preceded by a conference between the Principal and the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. During the conference, the student shall be orally~~

~~¹⁰ This does not include removing clothing to permit visual inspection of the under clothing, breasts, buttocks or genitalia of the pupil.~~

~~informed of the reason for the suspension, the evidence against him, and be given the opportunity to present informal proof of his/her side of the story. The conference may be omitted if the Director/Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.~~

~~The conference will be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, hospitalization or detention in a correctional facility.~~

~~No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference~~

~~At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to inform him/her of the~~

Formatted: Strong, Font: Bold, Check spelling and grammar

~~suspension and the reasons therefore.~~

~~If a student is suspended without the conference, both the student and the parent/guardian will be notified of a student's right to return to school for the purpose of a conference.~~

Step Four

~~The Principal determines the appropriate length of the suspension up to five (5) consecutive days, when suspensions do not include a recommendation for expulsion. In addition a student who is suspended may be provided with alternative assignments. Arrangements may be made with a student's family for picking up schoolwork and assignments and making up of missed assignments. All IDEA mandates will be followed for students with disabilities.~~

Step Five

~~The Principal fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and to the student. A copy of this form is also placed in the student's discipline file at the School. The Notice of Suspension Form shall state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. The notice shall also state that if desired by the parent/guardian, a prompt meeting will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity to present informal proof of his/her side of the case. Additionally, if the School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.~~

Step Six

~~The Principal may require the student and his/her parent/guardian to sign a contract that states the conditions that the student is expected to meet while at the School. Copies of the signed contract are kept by the school and given to the parent/guardian.~~

Special Education Student Suspensions

~~When suspensions involve special education students, a manifestation determination meeting shall be held no later than the 10th suspension day (whether consecutive or cumulative for the school year). The Principal shall notify the student's special education teacher when the student's cumulative days of suspension for that school year reaches eight. That special education teacher shall promptly notify Franklin McKinley School District special education contact, or designee of the need for the manifestation determination meeting. The manifestation determination meeting shall include the School, the District, the parent, and relevant members of the student's IEP Team.~~

~~The student shall be treated as a general education student for disciplinary purposes, except to the extent that educational services must continue, if at the manifestation determination meeting the following are both determined in the negative, after reviewing all relevant information in the student's file, including the student's IEP, any teacher observations and any relevant information provided by the parents: 1) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or 2) the conduct in question was the direct result of the District's failure to implement the IEP. If it is determined at the manifestation determination meeting that 1) or 2) is answered in the affirmative, the conduct is deemed a manifestation of the disability.~~

~~If the conduct is deemed a manifestation of the disability, the IEP Team shall either 1) conduct a functional behavioral assessment, create a plan and implement it; or 2) if a behavioral plan is preexisting, the IEP team shall review it and modify it as necessary to address the behavior.~~

~~In the case of a manifestation of a disability, the student will be returned to the placement from which he/she was removed, unless the District and parent agree to a change of placement as part of the modification of the behavioral intervention plan. For special education students, a new manifestation determination meeting is required for all proposed suspensions exceeding ten cumulative days in one school year.~~

~~The special education student may be removed from school to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student: 1) carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of the School; 2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the School; or 3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the School.~~

|

|

Expulsion

Definition

Expulsion means involuntary disenrollment from the charter school.

Authority

A student may be expelled either by the Board following a hearing before it or by the Board upon a recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel may recommend expulsion of any student found to have committed an expellable offense.

The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a class or program that is deemed appropriate for the rehabilitation of the pupil [or other conditions such as good behavior, attendance, etc.]. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

Procedures to Expel a Student

Step One

The Principal investigates the incident and determines whether the offense results in a suspension. If so, the Principal follows the procedures to suspend the student as outlined above.

Step Two

At the discretion of the Principal, a student's suspension may be extended pending expulsion. In this case, a meeting is held within five (5) school days of the student's suspension to extend the suspension. The student and his/her parent/guardian are invited to attend this meeting with the Principal or his/her designee. The teacher may also be present.

At this meeting, the offense and the repercussions are discussed. An extension of the suspension may be granted if the Principal or his/her designee has determined, after the meeting, that the presence of the student at the School would cause a danger to persons or property or the student presence will be disruptive to the instructional process. The purpose of the meeting is to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting with the

parents after the suspension.

Step Three

~~Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The School shall send a letter to the student and parent/guardian regarding the expulsion hearing. Unless postponed for good cause, the expulsion hearing shall be held within thirty 30 school days after the Principal or designee determines that the Pupil has committed an expellable offense.~~

~~In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.~~

~~Written notice of the hearing shall be sent via certified mail to the student and his/her parent/guardian to the address reflected in the pupil's student file at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:~~

- ~~➤ The date and place of the expulsion hearing;~~
- ~~➤ A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;~~
- ~~➤ A copy of the School's disciplinary rules relating to the alleged violation;~~
- ~~➤ Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other school district or school to which the student seeks enrollment;~~
- ~~➤ The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate;~~
- ~~➤ The right to inspect and obtain copies of all documents to be used at the hearings;~~
- ~~➤ The opportunity to confront and question witnesses who testify at the hearing;~~
- ~~➤ The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.~~

Step Four

~~The Principal shall maintain documents that may be used at the hearing and make them available for review by the student and/or his/her parent/guardian. These papers may include, but are not limited to, the following: A record of the student's attendance and grades, a record of previous infractions, a statement of the facts surrounding the case made by School staff; a statement of the facts surrounding the case made by a witness, a law enforcement agency's report and any other relevant matter.~~

Step Five

~~An expulsion hearing shall be held before the Board or Administrative Panel. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and a complete~~

~~written transcription of the proceedings can be made.~~

~~While the technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.~~

~~Findings of fact shall be based solely on evidence produced at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence. Sworn declarations may be admitted as testimony from witnesses who are determined by the Board or formal committee that disclosure of their identity or live testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.~~

~~If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.~~

~~Step Six~~

~~The decision of the Administrative Panel shall be in the form of a written recommendation, with findings of fact, to the Board of Directors who will make a final determination regarding the expulsion. The final decision shall be made within ten (10) days following the conclusion of the hearing. The Decision of the Board is final. If the Administrative Panel decides not to recommend expulsion, the pupil shall be reinstated and permitted to immediately return to classroom programs.~~

~~Step Seven~~

~~The Principal, or designee, following a decision of the Board of Directors to expel a student, shall send written notice of the decision to expel, including the Board or formal committee's findings of fact, to the student or parent/guardian. The notice shall include the following:~~

- ~~➤ Notice of the specific offense committed by the student;~~
- ~~➤ Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the charter school.~~

~~The Principal shall send written notice of the decision to expel to the District and the County Office of Education. This notice shall include the student's name and the specific expellable offense committed by the student.~~

~~Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the~~

pupil, including a transcript of grades or report card and health information.

Step Eight

~~Expelled students are responsible for seeking alternative education programs, including but not limited to, programs within the County or their school district of residence.~~

Step Nine

~~The school shall maintain records of all student suspensions and expulsions at the school site. Such records shall be made available for the Franklin McKinley School District's review upon request.~~

~~Students who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors, or its designee, at the time of the expulsion order, which may include, but is not limited to, a periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission.~~

~~The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors or its designee following a meeting with the Principal and the pupil and parent/guardian to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board of Directors following the meeting regarding his/her determination. The pupil's readmission is also contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission.~~

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

~~The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.~~

- ~~1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony;~~
- ~~(b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.~~

~~2 The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.~~

- ~~3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.~~
- ~~4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.~~
- ~~5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.~~
- ~~6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.~~
- ~~7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.~~
- ~~8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.~~
- ~~9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another~~

~~place communicated to the hearing room by means of closed-circuit television.~~

- ~~10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.~~

~~This policy is distributed as part of the school's family handbook which also clearly describes the school's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parents or guardian are required to verify that they have reviewed and understand the policies prior to enrollment. Furthermore, these policies shall be reviewed and when necessary, modified by the Voices school board.~~

Element 11: Retirement Systems

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(b)(5)(K).

Voices participates in the federal Social Security system for non-~~eredentialed-certificated~~ employees ~~and other Voices sponsored retirement plans as applicable,~~ Non-certificated employees may also participate in Voices-sponsored a 401(k) retirement program.

~~and provides All eligible certificated employees may participate in the State Teachers' Retirement System ("STRS") benefits to all eligible employees. Should STRS disallow charter school teachers from being members; Voices will identify a comparable retirement option for erdentialed employees.~~

~~The Voices Board of Directors retains the option for its Board to elect to participate in the Public Employees' Retirement System ("PERS") as applicable in the future should it find that participation enables the Charter School to attract and retain higher quality staff, and that this option is available to charter schools. If Voices elects to have its staff participate in the PERS system in the future, then all eligible staff will do so.~~

The CMO ~~Human Resource Department is, Principal and Office Manager are~~ responsible for ensuring that appropriate arrangements for coverage, all mandatory deductions, and reports are made.

Comment [V17]: Pasted from p. 40

Element 12: Public School Attendance Alternative

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district transfer policies. Parents and guardians of each student enrolled in the Charter School will be informed on admission forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element 13: Employee Rights to Return

Governing Law: ~~A description of~~ The rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employee of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

|

|

Element 14: Dispute Resolution Between the School and the Charter-Granting Agency Procedures

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

Disputes Between the Charter School and the District

In the event that Voices College-Bound Language Academy and FMSD have disputes related to the terms of this charter or MOU's, the Superintendent and the Executive Director of the Charter School shall meet informally to resolve the dispute. If the dispute is not resolved during this informal meeting, the dispute shall be placed in writing by both parties and a joint meeting shall be held within two weeks of the informal meeting with the Superintendent, the Executive Director and two members of each respective governing board. If this joint meeting fails, Voices College-Bound Language Academy and FMSD will hire and evenly share the cost of an agreed upon neutral third party mediator. If a mediator cannot be agreed upon, a randomly selected mediator from the State Mediation Service shall be used. If the parties still fail to reach agreement, both parties are free to pursue any and all legal remedies. Both parties agree they will not make public comment during this process.

Comment [V18]: Pasted from p. 42

The Charter School and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the District, Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and Executive Director of the Charter School, or their respective designees. In the event that the District Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent and Executive Director, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and Executive Director, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and

Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Internal Disputes

The Board of Trustees of ~~the~~ FMSD agrees to promptly refer all complaints regarding Voices College-Bound Language Academy operations to the Voices College-Bound Language Academy Governing Board and Charter School Principal or Executive Directors, ~~the Voices Executive Director or Voices Board~~ for resolution in accordance with Voices College-Bound Language Academy adopted policies. The District shall not intervene in any such internal disputes without the consent of the governing board of the Charter School. Parents, students, Board members, volunteers, advisors, partner organizations, and staff at Voices College-Bound Language Academy will be provided with a copy of Voices' Academy policies and dispute resolution process and will agree to work within it. Parents receive student discipline and Uniform Complaint Procedures on an annual basis in the Family Handbook which outlines both a formal and informal process for complaint resolution The Board has also adopted a separate Prohibition of Sexual Harassment Complaint Policy and procedures.

Comment [V19]: Pasted from p. 42

|

|

Element 15: Closure Protocol

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(OP).

The following procedures shall apply in the event the School closes. The following procedures apply regardless of the reason for closure.

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors Charter School will promptly notify parents and students of the Charter School, the District, the Santa Clara County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board Charter School will ensure notification to the parents and students of the School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School.

The Board Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the District to store original records of Charter School students. All records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in

accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the dispositions of any restricted funds received by or due to the Charter School. Upon dissolution of the charter school, all assets secured from the appropriation of public funds, including private funds granted to or donated to the charter school. And all assets originally provided to the charter school by the district, shall be transferred to the district or another charter school approved by the district. All other assets will be distributed in accordance with laws and regulations that govern the dissolution of nonprofit public benefit corporations. The charter school will comply with Education Code section 47605(b)(5)(P), including the requirement that there shall be a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter sSchool, all assets of the Charter sSchool, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the school, and shall be distributed in accordance with the Articles of Incorporation and bylaws of Voices College Bound Language Academy nonprofit public benefit corporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the eCharter sSchool shall remain solely responsible for all liabilities arising from the operation of the eCharter sSchool.

As the Charter School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and

federal agencies.

As specified by the Budget in Appendix —AC, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

Business Management

Under the management of the Executive Director, the Director of Finance and Operations (DFO) at the Charter Management Organization (CMO) will assume the lead responsibility for financial matters at the Charter School under the policies adopted by and oversight provided by the Board of Directors. The DFO will work closely with the Charter School's Office Manager on the day-to-day financial management needs of the Charter School.

In the area of Finance, CMO's services may include, but are not limited to:

- Budgeting
- Fiscal Planning
- Vendor Services
- Personnel and Payroll Accounts
- Accounts Payable
- Attendance Tracking Systems
- Completion and Submission of Compliance Reports
- Monitoring adherence to the charter process and laws

Financial Planning, Reporting, and Accountability

Financial Position

Voices College-Bound Language Academy has successfully run a financially solvent organization since inception, through conservative fiscal practices. The school has maintained a lean administrative staff and low overhead to funnel more funds to direct instructional materials and teaching staff. Voices College-Bound Language Academy has accumulated a substantial fund balance of approximately \$575,000.3.5M entering fiscal year 2016-17, with unrestricted cash balances of \$3.9M.2. Voices Academy funding sources are diverse. The per-pupil payments from local and state sources and federal school funding programs are combined with grants and donations. Over the past five years Voices Academy has had a very disciplined and conservative in their approach to financial management. This financial discipline and rigor has allowed the school to manage financially despite significant state budget cuts during the growth years. If additional state budget cuts were to occur the school's substantial fund balance would provide a cushion while the school made necessary changes to its operating model. ~~Additionally Voices has secured a \$125,000 working capital line of credit from Focus Bank in San Jose as a vehicle to mitigate significant state funding deferrals.~~

In July of 2015, the school became a part of Voices Academies, a network of Voices schools. Under the management of the Executive Director, the Director of Finance and Operations (DFO) at Voices Academies, the Charter Management Organization (CMO), has assumed the lead responsibility for financial matters at Voices Academy under the policies adopted by and oversight provided by the Board of Directors. The DFO works closely with School's Business Manager on the day-to-day financial management needs of the School.

Budgeting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

~~The board president submits an annual budget for Voices to the Board during the spring of each year. The Board of Directors, as per Voices College Bound Language Academyies' by laws, approves the annual budget by June 30 of each fiscal year.~~
Each spring, Voices Academy establishes an annual budget, monthly cash flow projections, and a five-year financial projection. The Executive Director and the DFO prepares the budget, and have the support of their outside CPAs. The Executive Director and the DFO works with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget includes all estimated revenues and expenditures for the year, and also includes ample reserves to accommodate any unforeseen cash flow challenges.

Commitment to building reserves is a priority to mitigate the risks of unexpected increase in expenses (i.e. increased special education needs, increased insurance costs, unanticipated facility needs, unexpected staffing costs) or a decrease in revenue (including variables in revenue stream across the calendar).

The budget development process begins in March of the preceding fiscal year, and continues through the Governor's May revisions of the California state budget. The budget and five-year projections are then presented to the Voices Board of Directors for discussion and approval.

The financial plan for Voices Academy is based on the Charter sSchool's experience to date. Historical experience provides an amount of certainty in the budget development process.

Additional material budgetary factors are considered including ~~such as~~ projected enrollment growth, staffing, SPED, outsourced services, and material budgetary line items in the budgetary process. In arriving at the annual budget Voices Academy makes the following assumptions:

- ~~The Charter school currently serves 487 students in increasing enrollment annually until it reaches capacity at approximately 435 students serving grade levels K-8. Approximately 786355% of Voices Academy students qualify for free and reduced lunch and 7846% are considered English Learners qualifying for higher EIA bonus funding for supplemental grants under the LCFF calculations.~~
- Estimated annual student average daily attendance is 967%.

- Staffing levels at the school are as follows:

Instructional Staff		Administration	
Teachers - Regular	20.0	Principal	1.0
Teachers - SPED	2.0	Dean of Culture	1.0
Intervention Teacher	2.0	School Site Technician	1.0
Associate Teachers - Reg & SPED	14.2	Business Manager	1.0
Academic Coach	1.0	Office Clerks	2.0
	<u>39.2</u>	Custodians	2.0
Student Support		Cafeteria Assistants	2.0
Counselor	1.4	Yard Duty Assistants	<u>1.5</u>
Student Service Manager	1.0		11.5
	<u>2.4</u>		

- ~~The school maintains current staffing ratios including approximately two teachers per grade level, supplemented with associate teachers, elective staff members, reading interventionist, outsourced special education instructors, a School Principal, Operations Manager, Office Clerk, Parent Liaison and outsourced Enrichment support.~~

- The school also contracts with outside vendors for enrichment support
- The Charter sSchool receives revenue principally from the following sources: state and local general block grantLCFF, in lieu of property tax, Mandate reimbursement Block categorical block grant, economic impact aid, and state lottery funds, and federal title funds (Title I, Title II, Title III). The school applies directly for funds not included in the charter school categorical block grantLCFF, including federal entitlement funds.
- SPED funds are received through allocations from State SPED revenue as well as federal IDEA monies
- The Charter sSchool is extremely conservative in its revenue assumptions and including a \$375 reduction from fiscal year 2010/11 final CDE published per-pupil funding. Future funding levels are flat with no increase in revenue. The school makes expenditure inflation assumptions of approximately 2% and for staffing increases, although these are stepped based on experience and performance
- The Charter sSchool's budget is based upon the charter school block grant ratesLCFF rates computed using Franklin McKinley District ratesthe latest LCFF calculator v17.2b . from reliable sources such as the California Charter Schools Association and School Services of California ("SSC"). (School Services of California).
- Facility assumptions include interest and principal payments, see more detail in facility section below through mid-year 2014/15 are based on Voices Prop 39 relationship with Franklin McKinley School District, (FMSD), and annual increases are based on historical budgetary results and are aligned increased enrollment and the facility MOU with FMSD.
- Voices Academy secured an unfunded grant/loan award from the State of California through the Prop 1D program. Voices Academy is working cooperatively with the FMSD to build a permanent site for the school on land owned by the District. The amortization of loan interest and principal have been reflected in the budget with a start date of January 1, 2015 and runs until fully amortized at 3% over 30 years. The estimated facility loan amount is \$3,188,935. Eventually, the charter school will be fully housed in its own, separate campus.
- Voices College-Bound Language Academy conducts fund raising efforts during the year. Conservative fundraising revenue estimates have been projected based on historical results to date. Voices has budgeted to engage Benevon, a fundraising outsource provider. Over the last 15 years Benevon has trained and coached more than 3,000 nonprofit organizations across the country to customize and effectively implement mission-based development plans. Voices Academy has budgeted an attainable amount of fund raising support each year.
- The Charter sSchool maintains a strong reserve position of 51% of annual expenditures.
- The Charter sSchool maintains a positive cash flow balance on a monthly and annual basis.

The accounting is managed by the DFO at the CMO level. Under the direction of the Executive Director, all transactions are tracked using a financial accounting software

~~package. With the help of the school's Business Manager, the DFO maintains the financial records and prepares the financial reports for the Executive Director and for every meeting of the Board of Directors. These financial reports are also provided to the school principal, to assist in ensuring that the school stays on track to meet budget targets. The Executive Director and the Treasurer of the Board of Directors have authorization to sign all school checks, with all expenditures over \$5,000 requiring both signatures. The Operations Manager, under the direction of the Principal, tracks all revenue and expenses using a financial accounting software package. With the help of the Operations Manager and CPA, the Principal maintains the financial records and prepares a financial report for every meeting of the Voices College-Bound Language Academy Board of Directors. The Principal and the Treasurer of the Board of Directors have authorization to sign all school checks, with all expenditures over \$10,000 requiring both signatures.~~

Please refer to Appendix ACR for multi-year financial projections. The projections include:

- ~~• Table 1: funding sources anticipated to be available to the school for the fiscal year of the MOU and the three subsequent fiscal years~~
- ~~• Summary Financial Projections for five years including FY 16/17 board approved budget~~
- ~~• Detailed revenue and expenditures for five years including FY 16/17 board approved budget~~
- ~~• Table 2: anticipated expenditures for the fiscal year of the MOU and the three subsequent fiscal years~~
- ~~• A detailed budget (including monthly cash flow) for the fiscal year of the MOU~~

Financial Reporting

The Voices College-Bound Language Academy Board has developed policies and procedures including employee benefits, compensation, evaluations, dispute resolution, disciplinary actions, student information systems, and parental involvement.

Systems for Managing Cash Flow, Purchasing, Payroll, and Audits

~~Voices College-Bound Language Academy has established strict policies governing internal controls. There are strict policies governing internal controls. These policies ensure that the internal control mechanisms address legal compliance, conflicts of interest, whistleblower, signature authorities, government access to records, accounting procedures, c-cash management, -budget and budget development, financial reporting, property management, and procurement, and - procedures regarding the signing of checks. The Executive Director will deliver timely monthly financial statements for the Board of Directors at each regularly scheduled Board meeting. The DFO at the CMO office prepares financial statements for the Board of Directors at each regularly scheduled Board meeting.~~

~~Voices College-Bound Language Academy Board of Directors has adopted by-laws regarding the signing of checks. The Principal prepares a financial statement for the Board of Directors at each regularly scheduled Board meeting.~~

Attendance Accounting

The school reports attendance requirements to the District in a format acceptable to the

District, the County and the State. Required reports regarding daily attendance are completed and submitted to the requesting agencies.

Purchasing

With respect to expenses, the ~~Operations-Business~~ Manager is responsible for soliciting bids from private and public vendors (for office supplies, furniture, telecommunications, etc.) for contracts over \$15,000 and for utilizing this list to make necessary purchases. ~~Vendor contracts in excess of \$10,000 require a second signature of the Treasurer of the Board of Directors.~~

Payroll

Voices College-Bound Language Academy contracts with a private third party vendor for full payroll services: tax withholdings and other benefit expenses from paychecks, filing the relevant returns with taxing authorities, and producing end-of-year income tax forms for employees according to the California School Accounting Manual.

Budget Allocation and Vendor Selection

The Board of Directors is responsible for approving annual budgets, with substantial input from the ~~Principal~~Executive Director. Together with the Director of Finance and Operations, the Executive Director~~Principal~~ develops the budget proposals. The Principal ~~and~~ has the latitude in determining vendor selection and how funds are best used within budget categories. The Board of Directors is responsible for long-range financial and facilities planning. Voices Academy works with an outside CPA ~~—~~ service provider for accounting and fiscal compliance services and to ensure compliance with state financial accounting procedures.

Tools Used for Tracking and Reporting Financial Matters

Voices Academy uses an accounting software package to aid in preparing for monthly financial reports and end-of-year audits. This computer system is maintained by the ~~Operations-school's Business~~ Manager ~~—with external—external—oversight from—a CPA—the DFO. financial service provider.—~~ The Operations Manager~~DFO~~ prepares financial reports (a Balance Sheet, Income Statement, and Statement of Cash Flows) for the ~~Principal~~Executive Director of Voices. With assistance from the ~~Operations—Manager~~DFO the external ~~financial service provider~~ ~~—~~ CPA prepares regular financial reports according to GAAP, and will submit~~submits~~ them to the District on a regular basis as required. ~~The school will submit two interim reports and one final unaudited actual report each fiscal year. On behalf of the school, the CMO submits required interim reports including but not limited to:~~

- 20 day attendance report
- Attendance reporting (P1, P2, Annual)
- Annual audit by December 15
- Unaudited financials by September 15
- Final budget no later than June 30
- Budget update by December 15 (1st interim reporting)
- Budget update by March 15 to reflect all changes (2nd interim reporting)

Voices Academy uses a school database software package that is designed to integrate the tracking of student data, aligned to the state reporting requirements, attendance and student demographics and grading and instructional information.

Insurance

Voices College-Bound Language Academy retains standard insurance policies such as board error and omissions, student accident, workers compensation and general liability. Furthermore, Voices Academy will acquire any other insurance policies as necessary to responsibly run a successful company and school. The insurance policy included in Appendix AER is provided through the California Charter School Association, (CCSA), joint powers association. This policy is for the 2016/17 fiscal year.

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

Voices College-Bound Language Academy is constituted as a California Public Benefit ("nonprofit") Corporation and is governed by a board of directors as described in the Charter sSchool's charter. The Principal enjoys lead responsibility for administering the Charter sSchool under policies adopted by the Charter sSchool's governing board. The Charter sSchool provides or procures most of its own administrative services independent of the district. These include financial management, personnel, and instructional programs development. The Charter sSchool may purchase some services from the school district (i.e. special education programs, food service, etc.). The Charter sSchool will define the specific terms and cost for these services in an annual operational agreement (or memorandum of understanding if such services are secured).

~~In addition, the dDistrict is required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter sSchool's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendments and renewal requests.~~

A supervisory fee of 1% of public funds, excluding funds secured by the charter school on its own behalf and restricted funds designated solely for specific purposes, is eligible for collection by the district for actual costs of oversight. This is based on the assumption that the District does not provide substantially rent free facilities to the Charter School. The operating budget reflects the maximum 1% allocation towards the District.

The Charter School is its own local education agency ("LEA") and is a member of the Sonoma County Charter Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a). The School provides related services (e.g. speech, occupational therapy, adapted P.E., nursing, transportation, etc.) by hiring credentialed and/or licensed employees, providers through private agencies, or independent contractors. The School is responsible for the hiring, training, and employment of site or itinerant staff and agencies necessary to provide special education services to its students, including, without

limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. The School abides by all caseloads applicable to charter schools. The Charter School ensures that all special education staff hired or contracted by the School is qualified pursuant to SELPA policies, as well as meet all legal requirements.

~~Voices College Bound Language Academy uses an accounting software package to aid in preparing for monthly financial reports and end of year audits. This computer system is employed in parallel with the day to day record keeping that Voices College Bound Language Academy uses through traditional paper check register and bill filing systems. Using a system such as this allows the school to generate financial reports virtually instantaneously, though in practice such near real time reporting capability may only be in place for income and expense accounts. Our CPA, Michael Buerger, in conjunction with the Operations Manager and principal, are responsible for financial reports (a Balance Sheet, Income Statement, and Statement of Cash Flows) in preparation for Board meetings.~~

~~Voices College Bound Language Academy has purchased a school database software package that is designed to integrate the tracing of student data, aligned to the state requirements, attendance and student demographics and grading and instructional information.~~

~~Voices College Bound Language Academy works with our CPA to prepare regular financial reports according to GAAP and submits them to the District on a regular basis. The school submits required interim reports including but not limited to:~~

~~20 day attendance report~~

~~Attendance reporting (P1, P2, Annual)~~

~~Annual audit by December 15~~

~~Unaudited financials by September 15~~

~~Final budget no later than June 30~~

~~Budget update by December 15 (1st interim reporting)~~

~~Budget update by March 15 to reflect all changes (2nd interim reporting)~~

Facilities

On May 26, 2010 Voices Academy was awarded the Charter School Facility Program unfunded grant/loan award from the State Allocation Board (SAB) under Proposition 55. Voices Academy worked cooperatively with the FMSSD to build a permanent site for the school on land owned by the District. This apportionment is contingent upon Voices at San Jose paying its 50% local matching share obligation (funding agreement) by making payments to the State pursuant to the agreement. Voices at San Jose will repay the State the matching portion of the funding by making either annual or semiannual installments starting at July 1 after one full year of the Project being opened and having commenced its educational program. The loan matures in 30 years and requires an assumed interest rate determined by the rate paid on monies in the Pooled Money Investment Account described in the California Government Code 16840 et seq. which is currently estimated to be 2.75%. The amount of the loan for matching funds was \$7.7M as of June 30, 2016, in which Voices will be obligated to pay \$3.85M. The charter school moved to its new site in July 2015.

Facilities

~~Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).~~

~~Voices Academy has been sharing a campus with Hellyer Elementary School since our opening school year in 2007-2008. Currently we lease twelve classrooms and two offices from the Franklin-McKinley School District (FMSD). We share use of the cafeteria, the library, the playgrounds, computer lab, and the restrooms. We also have access to online maintenance request with FMSD to quickly address repairs and other facilities related issues.~~

~~On May 26, 2010 Voices Academy was awarded the Charter School Facility Program unfunded grant/loan award from the State Allocation Board (SAB). Voices Academy is working cooperatively with the FMSD to build a permanent site for the school on land owned by the District. Eventually, the charter school will be fully housed in its own, separate campus.~~

~~However, until the completion of the project, the charter school intends to continue to seek the support of the Franklin-McKinley School district in securing facilities under a Prop 39 agreement, growing to 435 students by 2014. These projections are estimates only and do not constitute official notification of facilities needs pursuant to education Code Section 47614 or its related regulatory provisions.~~

~~In the event that Voices College-Bound Language Academy, for any reason, operates wholly or partially in facilities other than those provided by the district, Voices College-Bound Language Academy shall ensure that prior to commencement of operations such facilities shall comply with local building and zoning ordinances and that the school has obtained permits under local ordinances for operating a school in such facilities.~~

Comment [V20]: Moved to Impact on Charter Organizer

Transportation

Voices College-Bound Language Academy will not provide transportation for students from home to school or school to home except in order to comply with ~~the American with Disabilities Act and the Individuals with Disabilities in Education Act (IDEIA)~~ a student's IEP. Transportation for extracurricular activities, such as field trips, will be contracted with either the ~~d~~District or a licensed contractor.

Closure Protocol

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

The following procedures shall apply in the event the School closes. The following procedures apply regardless of the reason for closure.

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the Santa Clara County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure notification to the parents and students of the School of the closure and to provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the School. The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the School will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The School will ask the District to store original records of Charter School students. All records of the School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the School will prepare final financial records. The School will also have an independent audit completed as soon as reasonably practical, which period is generally no more than six months after closure. The School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the School and will be provided to the District promptly upon its completion. Upon dissolution of the charter school, all assets secured from the appropriation of public funds, including private funds granted to or donated to the charter school. And all assets originally provided to the charter school by the district, shall be transferred to the district or another charter school approved by the district. All other assets will be distributed in accordance with laws and regulations that govern the dissolution of nonprofit public benefit corporations. The charter school will comply with Education Code section 47605(b)(6)(P), including the requirement that there shall be a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.32.

On closure of the school, all assets of the school, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the school, and shall be distributed in accordance with the Articles of Incorporation and bylaws of Voices College Bound Language Academy. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

~~On closure, the charter school shall remain solely responsible for all liabilities arising from the operation of the charter school.~~

~~As the School is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of the School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.~~

Impact on Charter ~~Organizer~~ Authorizer

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

Potential Civil Liability Effects:

Academy

Voices Academy will minimize its impact on the District. The District has the right to monitor Voices Academy in any manner permitted by law, including site visits and reviews of documents. The following impacts are restated here for clarity.

1. Enrollment: Voices Academy will seek to recruit and enroll up to 504 students in grades K-8. The Charter School expects that the majority of these students live within FMSD boundaries.
2. In addition, the District is required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendments and renewal requests.
4. District Services: Voices Academy will meet with the District to discuss any services to be provided by District and the terms and conditions of the provision of such services. All such services would be sought on a fee-for-service basis. If the District is unable to provide any such services, or if Voices Academy chooses not to purchase any services from the District, the Charter School will continue to operate and will not be hampered in meeting the goals and objectives of this charter.
- 3.
4. Financial benefits: A supervisory fee of up to 3% of revenue (defined in Education Code Section 47613), excluding funds secured by the Charter School on its own behalf and restricted funds designated solely for specific purposes, is eligible for collection by the District for actual costs of oversight, provided that Voices Academy is housed in substantially rent free District facilities. In the event that the District does not provide substantially rent free facilities to the Charter School, then up to 1% in oversight cost may be collected. The operating budget reflects the maximum 3% allocation towards the District.
5. Legal Structure. The charter will be held by Voices College-Bound Language Academies, an independent non-profit corporation registered in the State of California. The operation of Voices Academy will be contracted out to the CMO, which will be governed by a local board of directors.
6. Liability and Indemnity. Voices Academy does not expect the District to assume any debt on behalf of the Charter School. The Charter School will have in force its own liability insurance and hold harmless and indemnify the District from all liabilities.

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

In the event that the Charter School, for any reason, operates wholly or partially in facilities other than those provided by the district, it will secure appropriate private facilities within the District's boundaries and Voices Academy shall ensure that prior to commencement of operations such facilities shall comply with the Federal Americans with Disabilities Act requirements, local building and zoning ordinances and that the school has obtained permits under local ordinances for operating a school in such facilities. The school will maintain readily accessible records documenting such compliance on file at the main office.

~~The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.~~

~~Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District requested protocol to ensure the District shall not be liable for the operation of the Charter School.~~

~~Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.~~

~~The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.~~

~~As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.~~

~~The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.~~

Supervisory Oversight Fees**Responsibilities**

The District is required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendments and renewal requests.

A supervisory fee of up to 3% of public funds, excluding funds secured by the Charter School on its own behalf and restricted funds designated solely for specific purposes, is eligible for collection by the district for actual costs of oversight, provided that Voices College Bound Language Academy is housed in a substantially rent-free District building

~~In the event that the district does not provide substantially rent free facilities and the school is, then up to 1% in oversight cost may be collected.~~

Inspection of Charter School

The Franklin McKinley school District may inspect or observe any part of Voices College-Bound Language Academy at any time with a 24 hour notice in order to limit school disruptions, with the exception of urgent and emergency situations.

Comment [V21]: Pasted from p. 42

Miscellaneous Clauses

Material Revisions

Any ~~amendments~~ material revisions to this charter shall be, made by the mutual agreement of the governing boards of the eCharter sSchool and the charter-granting agency. Material revisions ~~and amendments~~ shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

Severability

~~The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the FMSD and the governing board of the Charter School. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.~~

Notices

All notices required or permitted by this petition shall be in writing and shall be either hand delivered, sent by facsimile, sent by US mail, postage prepaid, addresses as set forth on the signature page hereof. A notice shall be effective either when personally delivered, on the date set forth on the receipt of a facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To Voices College-Bound Language Academy at:

Voices College-Bound Language Academy

Attn: Frances Teso, Executive Director

14271 Story Rd 4075 Sacramento Ave.

San Jose, CA 95127-11

fteso@voicescharterschool.com

To the District at:

Franklin-McKinley School District

Attn: Dr. Juan Cruzohn — ~~Porter~~,

Superintendent

645 Wool Creek Drive

San Jose, CA 95112

Appendix 1

Page#	Name	Appendix
	<u>Performance Report</u>	<u>A</u>
	<u>CDE DataQuest/CAASPP Reports</u>	<u>B</u>
	<u>Academic Rigor at Voices</u>	<u>C</u>
<u>Liz</u>	<u>Sample ELD Lesson Plan – (one for level 1-2, one for level 3 or 4)</u>	<u>D</u>
	<u>90-90-90 Summary</u>	<u>E</u>
<u>Liz</u>	<u>Sample UbD Unit – (the best one you can find for K or 1, 3 or 4, and middle-school)</u>	<u>F</u>
<u>Lizzette</u>	<u>Sample School Calendar</u>	<u>G</u>
	<u>Sample Instructional Minutes</u>	<u>H</u>
	<u>Sample Bell Schedule</u>	<u>I</u>
<u>Liz</u>	<u>Sample Backwards Map – if possible, include all grades</u>	<u>J</u>
<u>Liz</u>	<u>Sample SIOP Lesson Plan (the best one you can find for K or 1, 3 or 4, and middle-school)</u>	<u>K</u>
<u>Liz</u>	<u>Sample Teacher Summer PD Calendar</u>	<u>L</u>
<u>Liz</u>	<u>Sample Pacing Guide (Monthly Plans) – the best one you can find for K or 1, 3 or 4, and middle-school</u>	<u>M</u>
<u>Liz</u>	<u>Sample Big Goals – All grades</u>	<u>N</u>
<u>Liz</u>	<u>Best Practices</u>	<u>O</u>
<u>Liz</u>	<u>Response to Intervention Pyramid</u>	<u>P</u>
	<u>SELPA Procedural Manual</u>	<u>Q</u>
	<u>SELPA Policies and Administrative Regulations Manual</u>	<u>R</u>
<u>Liz</u>	<u>Civic report Card</u>	<u>S</u>
<u>Liz</u>	<u>Sample Assessment Calendar</u>	<u>T</u>
	<u>Articles of Incorporation, Bylaws, and Conflict of Interest Code</u>	<u>U</u>
	<u>CMO Services?</u>	<u>V</u>
<u>Lizzette</u>	<u>Parent Agreement</u>	<u>W</u>
<u>Lizzette</u>	<u>Draft Family Handbook</u>	<u>X</u>
<u>Lizzette</u>	<u>Sample Events Calendar – get from Chalres</u>	<u>Y</u>
<u>Alma</u>	<u>Key Job Descriptions – CMO: ED, NOM, CAO – School: Principal, teacher, BM, AT</u>	<u>Z</u>
<u>Lizzette</u>	<u>Teacher Commitment of Excellence Form</u>	<u>AA</u>
<u>Beth</u>	<u>Audited Financial Statement for Fiscal Year 15-16</u>	<u>AB</u>
	<u>— Summary Financial Projections for five years including FY 16/17 board approved budget</u>	<u>AC</u>
	<u>— Detailed revenue and expenditures for five years including FY 16/17 board approved budget</u>	
<u>Beth</u>	<u>Insurance Policy for Fiscal year 2016-17</u>	<u>AC</u>



Charter Renewal Petition

Respectfully Submitted to the Trustees of the Franklin
McKinley Elementary School District

~~Revised and Re-submitted November 4, 2011~~
~~Submitted September-December 13-13, 2011, 2016~~
~~Expires Term of July 1, 2017- June- June 30, 2017-2022~~

~~Designated Charter School #0846-~~
~~First Day of Operation, September 4, 2007~~
~~Expires June 30, 2012~~

Contents

<u>Introduction</u>	<u>8</u>
<u>Assurances and Declaration.....</u>	<u>10</u>
<u>Element 1: Educational Philosophy and Program</u>	<u>24</u>
<u>Element 2: Measurable Student Outcomes and Element 3: Methods of Measurement.....</u>	<u>80</u>
<u>Element 4: Governance.....</u>	<u>105</u>
<u>Element 5: Employee Qualifications</u>	<u>122</u>
<u>Element 6: Health and Safety Procedures</u>	<u>131</u>
<u>Element 7: Means to Achieve Racial and Ethnic Balance.....</u>	<u>138</u>
<u>Element 8: Admission Requirements</u>	<u>141</u>
<u>Element 9: Annual Independent Financial Audits</u>	<u>145</u>
<u>Element 10: Suspension and Expulsion Procedures</u>	<u>148</u>
<u>Element 11: Retirement Systems.....</u>	<u>185</u>
<u>Element 12: Public School Attendance Alternative</u>	<u>187</u>
<u>Element 13: Employee Rights to Return</u>	<u>188</u>
<u>Element 14: Dispute Resolution Procedures</u>	<u>190</u>
<u>Element 15: Closure Protocol.....</u>	<u>193</u>
<u>Miscellaneous Charter Provisions</u>	<u>196</u>
<u>Introduction</u>	<u>4</u>
<u>Assurances and Declaration.....</u>	<u>5</u>
<u>Element 1: Educational Philosophy and Program</u>	<u>15</u>
<u>Element 2: Measurable Student Outcomes and Element 3: Methods of Measurement.....</u>	<u>60</u>
<u>Element 4: Governance.....</u>	<u>77</u>
<u>Element 5: Employee Qualifications</u>	<u>90</u>
<u>Element 6: Health and Safety Procedures</u>	<u>94</u>

Element 7: Means to Achieve Racial and Ethnic Balance.....	98
Element 8: Admission Requirements	99
Element 9: Annual Independent Financial Audits	102
Element 10: Suspension and Expulsion Procedures	103
Element 11: Retirement Systems	121
Element 12: Public School Attendance Alternative	122
Element 13: Employee Rights to Return	123
Element 14: Dispute Resolution Procedures	124
Element 15: Closure Protocol.....	125
Miscellaneous Charter Provisions	128
Potential Civil Liability Effects:.....	134
Appendix 1	136
Introduction	4
Assurances and Declaration.....	5
Element 1: Educational Philosophy and Program	16
Element 2: Measurable Student Outcomes and Element 3: Methods of Measurement.....	61
Element 4: Governance.....	78
Element 5: Employee Qualifications	91
Element 6: Health and Safety Procedures	95
Element 9: Annual Independent Financial Audits	103
Element 10: Suspension and Expulsion Procedures	104
Element 12: Public School Attendance Alternative	124
Element 14: Dispute Resolution Procedures	126
Element 15: Closure Protocol	128

Table of Contents

Appendix:

<u>A. Performance Report</u>	
<u>B. CDE DataQuest/CAASPP Reports</u>	
<u>C. Academic Rigor at Voices</u>	
<u>D. Sample ELD Lesson Plan</u>	
<u>E. 90-90-90 Summary</u>	
<u>F. Sample UbD Unit</u>	
<u>G. Sample School Calendar</u>	
<u>H. Sample Instructional Minutes</u>	
<u>I. Sample Bell Schedule</u>	
<u>J. Sample Backwards Map</u>	
<u>K. Sample SIOP Lesson Plan</u>	
<u>L. Sample Teacher Summer PD Calendar</u>	
<u>M. Sample Pacing Guide (Monthly Plans)</u>	
<u>N. Sample Big Goals</u>	
<u>O. Best Practices</u>	
<u>P. Response to Intervention Pyramid</u>	
<u>Q. SELPA Procedural Manual</u>	
<u>R. SELPA Policies and Administrative Regulations Manual</u>	
<u>S. Civic report Card</u>	
<u>T. Sample Assessment Calendar</u>	
<u>U. Articles of Incorporation, Bylaws, and Conflict of Interest Code</u>	
<u>V. CMO Services Summary</u>	
<u>W. Parent Agreement</u>	
<u>X. Sample Family Handbook</u>	
<u>Y. Sample Events Calendar</u>	
<u>Z. Key Job Descriptions</u>	
<u>AA. Teacher Commitment of Excellence Form</u>	
<u>AB. Audited Financial Statement for Fiscal Year 15-16</u>	
• <u>Summary Financial Projections for five years including FY 16/17 board approved budget</u>	
• <u>Detailed revenue and expenditures for five years including FY 16/17 board approved budget</u>	
<u>AC. Insurance Policy for Fiscal year 2016-17</u>	
<u>AE. LCAP</u>	

Formatted: Indent: Left: 0.44", Right: 2.49", Space Before: 3.6 pt, Line spacing: single

Formatted: TOC 3, Line spacing: single, Tab stops: 1.06", Left + 6.06", Left, Leader: ...

❖ Public School Attendance Alternatives.....	44
❖ Suspension/Expulsion Procedures.....	44
Financial Planning, Reporting, and Accountability.....	57
❖ Financial Position.....	57
❖ Budgeting.....	57
❖ Financial Reporting.....	59
❖ Insurance.....	60
❖ Administrative Services.....	60
❖ Facilities.....	61
❖ Transportation.....	62
❖ Audits.....	62
❖ Closure Protocol.....	63
Impact on the Charter Authorizer.....	66
❖ Potential Civil Liability Effects.....	66
❖ Supervisory Oversight Fee.....	66
❖ District Services.....	67
❖ Miscellaneous Clauses.....	67

Appendices

Performance Report.....	A
Curriculum Guide.....	B
Sample SIOP Lesson Plan.....	C
Sample ELD Lesson Plan.....	D
Academic Intervention Process.....	E
Summary of Thomas & Collier's Conclusions.....	F
First Grade Spring Interim Math Assessment.....	G
Assessment Analysis.....	H
Power Standards.....	I
Sample Backwards Map.....	J
Bylaws.....	K
Articles of Incorporation.....	L
2010-2011 Trustees.....	M
Community Complaint Policy.....	N
Events calendar.....	O
Teacher Commitment to Excellence Form.....	P
Principal Job Description.....	Q
Budget.....	R

Four-Year Operating Budget including:

Table 1: funding sources anticipated to be available to the school for the fiscal year of the MOU and the three subsequent fiscal years

Table 2: anticipated expenditures for the fiscal year of the MOU and the three subsequent fiscal years

Detailed Cash Flow Budget

Voices Audited Financial Statements for 2009-2010

Voices insurance policy for fiscal year 2011/12

129/139/20164

Keith NguyenJohn Lindner
Board President
Franklin-McKinley School District
645 Wool Creek Drive
San Jose, CA 95112

Dear Mr. NguyenLindner:

A renewal petition for Voices College-Bound Language Academy ("Voices Academy" or the "Charter School") is enclosed. The petition contains all ~~compulsory~~^{required} elements and demonstrates that Voices College-Bound Language Academy meets and exceeds the statutory renewal criteria. ~~The Charter Schools Act ("Act") provides that a charter petition must be granted by a chartering authority, so long as it contains all required elements and affirmations specified in the Act. (Education Code Section 47605(b).)~~

We ~~herby~~^{hereby} submit the petition and request that the staff and governing board of the Franklin-McKinley School District ("FM~~SD~~ or the "District") review and grant the charter renewal pursuant to the process and timelines specified in Education Code Sections 47607 and 47605. We look forward to continuing the ~~e~~Charter ~~s~~School and educational program and the positive and lasting partnership between the ~~e~~Charter ~~s~~School and ~~the d~~District.

Current law specifies that the charter-granting entity should be guided by ~~tl~~^{the} Legislative intent, which encourages the establishment of charter schools. Additionally, Education Code Section 47605(b) states, "the governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings...";

- "The charter school presents an unsound educational program..."
- "The petitioners are demonstrably unlikely to successfully implement the program..."
- The petition does not contain the number of signatures required...
- "The petition does not contain an affirmation of each of the conditions described..."
- "The petition does not contain reasonably comprehensive descriptions of the required ~~46~~¹⁵ elements."
- -The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code."

We look forward to the public hearing and ~~approval~~^{renewal} process. We understand that an initial public hearing of this charter petition will be held by ~~October 28, 2011~~^{January 13, 2017} and that a decision to grant or deny the charter will occur by ~~December 9, 2011~~^{February 13, 2017} as required by the Charter Schools Act. Please do not hesitate to contact me if you or any other board members have any ~~remaining~~ questions or concerns. We would be pleased to meet with you or any other board member to resolve or answer any outstanding questions or concerns prior to the hearing.

Thank you for your support,

Frances Teso

| Found~~ing~~ Principal and CEO

Narrative Introduction

Voices College-Bound Language Academy is located within the boundaries of the Franklin-McKinley Elementary School District (FMSD) in San Jose, California. It was the first charter school approved by FMSD in March 2006 and renewed for an additional five year term in 2011.

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishes a performance contract detailing the charter school's mission, program, goals, students served, methods of assessment, and ways to measure success. The length of time for which charters are granted in California is five years. At the end of the term, the entity granting the charter may renew the charter school's charter. ~~They~~ The charters schools are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose them and the public that funds them (see Performance Report in Appendix A).

~~Voices Academy's facilities are on the campus of Hellyer Elementary, a traditional public school. Voices Academy is site-based and opened in the fall of 2007 with kindergarten and first grade and has increased by one grade each school year, until reaching 8th grade in 2015. Voices will continue to grow through eighth grade. Classes are currently taught in modular portables. In 2010, Voices College-Bound Language Academy was awarded a facility construction grant with a matching loan amount to build a permanent facility, that will house the K-8 school. This award is currently unfunded and the distribution is contingent upon the State of California sale of facility bonds. In 2014 the funds became available and the facility was built to house the full K-8 program (co-located on the Hellyer School site).~~

Voices Academy ~~is unique in that it is one of a few~~ is a dual-language charter school ~~s in California.~~ Both English and Spanish speaking students learn mostly in Spanish the first few years of school and then switch progressively more to English, resulting in bilingual students who achieve at high levels. Latino, Spanish speaking students make up the majority of the student population. A large percentage of the students receive free or reduced lunch benefits. These demographics are representative of the neighborhood in which we are located. The Voices Academy community has remained stable, with little turnover.

Parents are provided with opportunities to learn how to best support the success of their children. ~~Most recently we have implemented~~ Recent examples include an ESL program and computer safety classes, the Latino Family Literacy Project and the PIQE program. Voices Academy has provided child care for ~~parents participating in these parent participation programs.~~ The Communities Organizing Resources to Advance Learning ("CORAL") after school program has also ~~joined been part of~~ our community. ~~Immediately the~~ The program has always been ~~was~~ filled to capacity, and it currently maintains a healthy waiting list.

Voices Academy is self-sustaining on public school dollars and is funded through a variety

of channels. Charter Funded Revenues include a ~~state and local~~ Local Control Funding Formula ("LCFF") allocation, state lottery funds, Federal and (IDEA) and state SPED funding, Child Nutrition, and federal title funds (Title I, Title II, Title III). General Purpose Entitlement Block Grant, Charter Schools Categorical Block Grant, and General Purpose Entitlement — In Lieu of Property Taxes. Other revenue includes funds from Title I, Title II, Title III, Child Nutrition, California Lottery, and CSR.

Assurances and Declaration

Voices College-Bound Language Academy—~~Charter School~~, located at ~~4075 Sacramento~~ 715 Hellyer Ave., San Jose, CA. will comply with all applicable laws including but not limited to the following:

1. Voices College-Bound Language Academy ~~will~~ shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
2. Voices College-Bound Language Academy shall not charge tuition, ~~or fees, for educational activities.~~ [Ref. Education Code Section 47605(d)(1)]
3. Voices College-Bound Language Academy shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics. [Ref. Education Code Section 47605(d)(1)]
4. Voices College-Bound Language Academy ~~will~~ shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
5. Voices College-Bound Language Academy ~~ies~~ declares that it shall ~~will~~ be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)(A)]
6. Voices College-Bound Language Academy ~~will~~ shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
7. Voices College-Bound Language Academy ~~will~~ shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter

School in accordance with Education Code Section 47605(d)(2)(C). [~~Ref.~~
Education Code Section 47605(d)(A)-(C)]

~~7-8.~~ Voices College-Bound Language Academy ~~will~~ shall adhere to all provisions of ~~F~~
Federal law related to students with disabilities including, but not limited to,
Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with
Disabilities Act of 1990 (~~IDEIA~~) and the Individuals with Disabilities in Education
Improvement Act of 2004 ("IDEA").

~~8-9.~~ Voices College-Bound Language Academy ~~will~~ shall ensure that teachers in the
Charter School hold a Commission on Teacher Credentialing certificate, permit,
or other document equivalent to that which a teacher in other public schools ~~are~~ is
required to hold. As allowed by statute, flexibility will be given to non-core, non-
college preparatory teachers. [~~Ref.~~ California Education Code Section 47605(I)]

~~9-10.~~ Voices College-Bound Language Academy ~~will~~ shall at all times maintain
all necessary and appropriate insurance coverage.

~~10. Nothing contained herein will be construed so as to require the Franklin-
McKinley School District School Board to take any action contrary to law.~~

11. Voices College-Bound Language Academy shall comply with the Ralph M. Brown
Act.

12. Voices College-Bound Language Academy shall comply with the ~~Political~~
Reform Political Reform Act.

13. The Charter School shall comply with all applicable portions of the Elementary
and Secondary Education Act ("ESEA"), as reauthorized and amended by the
Every Student Succeeds Act ("ESSA").

~~No Child Left Behind Act:~~

~~13-14.~~ The Charter School shall comply with the Public Records Act.

~~14-15.~~ The Charter School shall comply with the Family Educational Rights and
Privacy Act.

~~15-16.~~ The Charter School shall, for each fiscal year, offer at a minimum, the
number of minutes of instruction per grade level as required by Education Code
Section 47612.5(a)(1)(A)-(D).

~~16-17.~~ If a pupil is expelled or leaves the Charter School without graduating or
completing the school year for any reason, the Charter School shall notify the
superintendent of the school district of the pupil's last known address within 30
days, and shall, upon request, provide that school district with a copy of the
cumulative record of the pupil, including a transcript of grades or report card and
health information. [~~Ref.~~ California Education Code Section 47605(d)(3)]

~~17.~~18. The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. ~~California~~ Education Code Section 47612.5(a)(2)]

~~18.~~19. The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. ~~California~~ Education Code Section 47605(c)]

~~19.~~20. The Charter School shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. ~~California~~ Education Code Section 47605- and 47605.1]

~~20.~~21. The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. ~~California~~ Education Code Section 47612(b), and 47610]

~~21.~~22. The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

~~22. Voices College Bound Language Academy embraces Section 47601 of the Education Code which establishes the intent of the Legislature to establish and maintain charter schools as a method to accomplish all of the following:~~

- ~~• Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.~~
- ~~• Improve pupil learning.~~
- ~~• Encourage the use of different and innovative teaching methods.~~
- ~~• Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.~~
- ~~• Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.~~
- ~~• Hold charter schools accountable for meeting measurable pupil outcomes, and provide schools with a method to change from rule based to performance based accountability systems.~~
- ~~• Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.~~

~~23. Voices College Bound Language Academy will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.~~

Authorized Representative Signature

Title

Date

|

=====

|

| _____

|

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

The Charter school meets the criteria of Education Code Sections 47607(b)(1)–(3) because it attained its API growth target in the most recent year (2013) schoolwide and for all subgroups, ranked in decile 9 on the API in the most recent year (2013), and ranked in decile 10 on the API for a demographically comparable school in the most recent year (2013). Please see Appendix A.

As indicated below with 2016 CAASPP comparison data, the Charter School also meets the criteria of Education Code Section 47607(b)(4).

(See also Appendix —B: CDE DataQuest/CAASPP Reports.)

Comparison to Public Schools that Charter School Pupils Would Otherwise Attend

<u>2016 CAASPP Results</u>		
<u>Percentage of Students Meeting or Exceeding Standards</u>		
	<u>ELA %</u>	<u>Mathematics %</u>
<u>Voices Charter School</u>	<u>64%</u>	<u>41%</u>

<u>Donald J. Meyer Elementary School</u>	<u>26</u>	<u>25</u>
<u>O. S. Hubbard Elementary School</u>	<u>34</u>	<u>31</u>
<u>Horace Cureton Elementary School</u>	<u>38</u>	<u>19</u>
<u>Linda Vista Elementary School</u>	<u>40</u>	<u>33</u>
<u>Cesar Chavez Elementary School</u>	<u>25</u>	<u>24</u>
<u>Clyde Arbuckle Elementary School</u>	<u>19</u>	<u>14</u>
<u>Thomas P. Ryan Elementary School</u>	<u>33</u>	<u>19</u>
<u>Anthony P. Russo Academy</u>	<u>43</u>	<u>37</u>
<u>Summerdale Elementary School</u>	<u>54</u>	<u>55</u>
<u>Vinci Park Elementary School</u>	<u>57</u>	<u>47</u>
<u>Fammatre Elementary School</u> <u>Comparison School</u>	<u>60</u>	<u>48</u>
<u>Blackford Elementary School</u>	<u>35</u>	<u>22</u>
<u>Lynhaven Elementary School</u>	<u>38</u>	<u>35</u>
<u>John J. Montgomery Elementary School</u>	<u>35</u>	<u>29</u>
<u>Cadwallader Elementary School</u>	<u>66</u>	<u>66</u>
<u>Dove Hill Elementary School</u>	<u>42</u>	<u>42</u>
<u>Katherine R. Smith Elementary School</u>	<u>19</u>	<u>12</u>
<u>Cedar Grove Elementary School</u>	<u>50</u>	<u>38</u>
<u>Holly Oak Elementary School</u>	<u>44</u>	<u>39</u>
<u>Millbrook Elementary School</u>	<u>65</u>	<u>59</u>
<u>Norwood Creek Elementary School</u>	<u>64</u>	<u>61</u>
<u>McKinley Elementary School</u>	<u>23</u>	<u>17</u>
<u>Robert F. Kennedy Elementary School</u>	<u>46</u>	<u>36</u>
<u>Santee Elementary School</u>	<u>30</u>	<u>31</u>
<u>Franklin Elementary School</u>	<u>54</u>	<u>48</u>
<u>Jeanne R. Meadows School</u>	<u>52</u>	<u>45</u>

<u>Daniel Lairon Elementary School</u> <u>Comparison School</u>	<u>31</u>	<u>13</u>
<u>Shirakawa Elementary School</u> <u>Comparison School</u>	<u>60</u>	<u>53</u>
<u>Stonegate Elementary School</u> <u>Comparison School</u>	<u>51</u>	<u>47</u>
<u>Captain Jason M. Dahl Elementary School</u> <u>Comparison School</u>	<u>34</u>	<u>30</u>
<u>G. W. Hellyer Elementary School</u>	<u>60</u>	<u>53</u>
<u>Ramblewood Elementary School</u>	<u>53</u>	<u>54</u>
<u>Windmill Springs Elementary School</u>	<u>53</u>	<u>46</u>
<u>Los Arboles Elementary School</u>	<u>31</u>	<u>41</u>
<u>Eliot Elementary School</u>	<u>34</u>	<u>32</u>
<u>Luigi Aprea Elementary School</u>	<u>60</u>	<u>56</u>
<u>Las Animas Elementary School</u>	<u>50</u>	<u>38</u>
<u>Rucker Elementary School</u>	<u>41</u>	<u>38</u>
<u>Antonio De Buono Elementary School</u>	<u>35</u>	<u>30</u>
<u>Daves Avenue Elementary</u>	<u>77</u>	<u>78</u>
<u>Nordstrom Elementary School</u>	<u>76</u>	<u>67</u>
<u>P. A. Walsh Elementary School</u>	<u>28</u>	<u>19</u>
<u>Paradise Valley/Machado Elementary School</u>	<u>66</u>	<u>64</u>
<u>Barrett Elementary School</u>	<u>42</u>	<u>26</u>
<u>Los Paseos Elementary School</u>	<u>51</u>	<u>49</u>
<u>Mt. Pleasant Elementary School</u>	<u>42</u>	<u>33</u>
<u>Santa Teresa Elementary School</u>	<u>69</u>	<u>57</u>
<u>Taylor Elementary School</u>	<u>60</u>	<u>56</u>
<u>Anderson Elementary School</u>	<u>40</u>	<u>35</u>
<u>Baldwin Elementary School</u>	<u>37</u>	<u>38</u>

Academic Accomplishments

Over the last four years Voices Academy has celebrated many accomplishments. Each year we have engaged in a results oriented cycle of inquiry, which includes deep reflection, examining the latest research, and thorough planning. In the true spirit of a learning organization, we have experienced continues growth.

The following highlights some of the most recent research findings regarding dual immersion education recently published by the California Department of Education (2010). These points assist in explain the results that Voices Academy has attained.

Dual Immersion Program Academic Achievement Outcomes:

- ❖ Student achievement was related to length of participation in the program
- ❖ Evaluations conducted in the early years of a program (kindergarten through grade three) typically revealed that students in bilingual programs scored below grade level (and sometimes very low), or either lower than or equivalent to comparison group peers.
- ❖ Almost all evaluations conducted at the end of elementary school or in middle and high school have found that the achievement of bilingually educated student, especially those in late-exit and two-way programs, was as good as and usually higher than those of comparison groups of students.
- ❖ English learners achieve at or above grade level in their first language and progress toward grade-level achievement, or above, in English by middle school.
- ❖ When students are tested in each language separately, the results may not reflect what they know in both languages, which, in fact, may be greater than the knowledge they possess in each language.

In fact, Voices Academy has grown to exceed these Dual Immersion program expectations. Although Voices CST testing grades have only included 2nd to 4th grade, these students now exceed the ELA At and Above proficient expectations at every grade (Thomas & Collier).

ELA	2 nd	3rd	4th
2008-2009	46%	NA	NA
2009-2010	40%	39%	NA
2010-2011	56%	52%	66%

Furthermore, the math CST results show even greater realization.

Math	2 nd	3rd	4 th
2008-2009	80%	NA	NA
2009-2010	55%	69%	NA
2010-2011	77%	74%	66%

One of the ambitions of Voices College-Bound Language Academy is to serve the neediest students in the community and to close the achievement gap that regrettably exists between children of color, English Learners and poor students and their more affluent, white and Asian counter parts. The following table compares the percentage of these significant subgroups (CST testing grades) between Voices and the FMSD schools in the 2010-2011SY.

2010-2011SY	NSLP	Hispanic	EL's*
Larion	94%	89%	55%
McKinley	90%	87%	73%
Santee	92%	81%	72%
Voices	83%	87%	63%
Los Arboles	91%	81%	62%
Success	92%	72%	66%
Dahl	85%	68%	57%
Kennedy	84%	61%	62%
Hellyer	81%	61%	45%
Franklin	83%	42%	61%
Meadows	79%	62%	44%
Sylvandale	78%	64%	31%
Bridges	72%	64%	41%
Stonegate	70%	43%	47%
Shirakwa	71%	39%	45%
Windmill	65%	48%	42%
Rambelwood	57%	27%	43%

*Excludes RFEP students

Moreover, Voices Academy's student achievement scores are comparable or above other schools that students would have otherwise attended in the community. These include both dual immersion and non-dual immersion programs whether looking at all students or significant subgroups.

Comparison of 2011 CST Language Arts Percent At or Above Proficient in Santa Clara County

	Voices (80:20 DI program)	Hellyer	Los Arboles	Sherman Oaks (50:50 DI program)	River Glen (90:10 DI program)	Adelante (90:10 DI program)
All Students	57.7%	56.4%	39.2%	58.8%	58.1%	50.7%
Hispanic	53.7%	45.1%	36.8%	56%	49.8%	49%
Socio-Economically Disadvantaged	52.9%	50.9%	38.1%	49.8%	42.1%	50.7%
English Learners	55.7%	57%	37.5%	52.8%	44.4%	39%

Comparison of 2011 CST Math Percent At or Above Proficient in Santa Clara County

	Voices (80:20 DI program)	Hellyer	Los Arboles	Sherman Oaks (50:50 DI program)	River Glen (90:10 DI program)	Adelante (90:10 DI program)
All Students	73.2%	65.1%	49.4%	72.3%	61%	61.9%
Hispanic	74%	53%	43.4%	71.3%	53.2%	59.4%
Socio-Economically Disadvantaged	71.4%	60.5%	48.5%	67.8%	43.2%	61.9%
English Learners	79.2%	65.6%	47.9%	68.4%	50%	53.6%

Furthermore, Voices Academy has exceeded the API of most of the Franklin McKinley Schools. Voices Academy now ranks 3rd in the list of district schools and 1st when compared to schools with the most similar demographics (significant subgroups). The highlighted cells indicate schools with a similar demographic profile as Voices Academy.

School	2010 API	2011 API	Difference
Ramblewood	839	859	+20
Franklin	813	840	+27
Voices	741	839	+98
Shirakawa	833	830	(-3)
Hellyer	808	818	+10
Stonegate	808	814	+6
Windmill	809	792	(-17)
Kennedy	809	787	(-22)
Meadows	780	781	+1
Success	775	764	(-11)
Santee	734	740	+6
McKinley	752	739	(-13)
Dahl	729	735	+6
Los Arboles	767	732	(-35)
Bridges	724	719	(-5)
Sylvandale	726	715	(-11)
Lairon	734	711	(-23)

Spanish Standardized Test (SST) Results

Only students designated as English Learners are permitted to take the SST. Additionally, redesignated students are also excluded. The outcome is that SST results are not truly reflective of whole school achievement and may actually not be indicative of the job the school has done in assisting students to achieve academically because students that are performing at grade level are redesignated and thus not represented in the results. In other words, the better we do on getting students to achieve in English, the worse it may look on a Spanish assessment that excludes those students.

Nevertheless, the results do mirror the academic expectations of Dual Immersion programs which indicate that when students are tested in each language separately, the results may not reflect what they know in both languages, which, in fact, may be greater than the knowledge they possess in each language.

Part of our focus over the next years will be to improve the performance of ELL's on the SST. The school has determined that the main focus should be on explicitly teaching the transferability of standards and skills.

At and Above Proficient

2009

2nd grade

Language Arts 50%

Math 91%

2010

2nd grade

3rd grade

Language Arts 16% 34%

Math 52% 67%

2011

2nd grade

3rd grade

4th grade

Language Arts 28% 19% 57%

Math 61% 55% 79%

Voices Academy has also improved to the level of exceeding the statewide performance targets API goal of 800 as well as the legislative criteria for charter renewal.

	2008-2009	2009-2010	2010-2011
API	772*	741*	839

*Voices Academy had fewer than 100 students testing

Fiscal Accomplishments

- Voices College-Bound Language Academy received the California Department of Education Public Charter School Grant Program Implementation Grant in the amount of \$440,024.
- Qualified and received the CDE startup loan in the amount of \$250,000.
- In 2010 Voices Academy was awarded approximately 6.4 million dollars for facilities construction. We went through rigorous vesting and were one of only a few in the state to be awarded an unfunded facility award (50% loan, 50% grant) from the Charter School Facilities Program. Once this grant is funded, Voices will be able to construct a permanent facility to house the school at full capacity.
- Maintained strong reserves every year, in spite of regular state budget cuts and deferrals

School Community and Culture Accomplishments

On an equal par to our academic and fiscal goals, Voices highly values a strong school culture dedicated to high standards, our mission, values and vision. In an effort to engage the entire community on this journey of excellence, Voices Academy initiated a voluntary accreditation process. The Western Association of Schools and Colleges (WASC) is one of six regional accrediting associations in the United States. Accreditation is a term that originally meant trustworthiness. Ultimately, the accreditation process is all about fostering excellence in the schools they accredit.

The process is a vehicle that enables schools to improve student learning and school performance based on an analysis of those strengths and limitations. Participating schools must meet rigorous, research-based standards that reflect the essential elements of a quality and effective school.

Voices Academy conducted a self evaluation that was reviewed by the WASC visiting team during an intensive three day site visit.. Voices WASC committee also held meetings with stakeholder focus groups to review goals and gain input before completing the final report.

Following are a snapshot of other community and cultural accomplishments in our first four years:

- This year, Voices celebrates its 5th anniversary. It was the first charter school ever sponsored by the FMSD and the only independent Dual Immersion Charter School in Santa Clara County.
- Received initial WASC accreditation in our FIRST year of operation.
- In 2011, Voices Academy was awarded the uncommon maximum accreditation of six years from the Western Association of Schools and Colleges (WASC)
- Voices Academy was commended and highlighted by the Santa Clara County office of Education Charter School Summit in 2009-2010 SY
- Parent surveys have consistently revealed high levels of satisfaction and support of the school, its programs and staff.
- Low mobility rate averaging 4%, demonstrating the strong family commitment to the dual immersion program
- Maintained a yearly ADA averaging 97%, demonstrating strong family commitment to education
- Since inception Voices Academy has maintained a healthy waiting list and has had to hold a lottery every year because there are more applications than spots available. This is indicative of the growing desirability of the program in community.

Wait List Totals

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
NA	64	30	94	218

- Students competed twice in the Charter School Olympics and awarded the Sportsmanship Trophy in 2010.
- FMSD Board recognition for the 2010-2011SY in the following categories:
 - API Growth
 - Exceptional API Growth
 - Met AYP Criteria in ELA and Math
 - Met AYP Criteria in Math
 - API "800" Club
 - Exceptional API Growth in Targeted Subgroups

Voices College-Bound Language Academy Core Curriculum Guide (updated 6/10)

Content	English	Spanish	Targeted Purpose	Publisher/Author	Title	Grades
English Language Development	✓		Teach language forms and functions in a systematic way	Systematic ELD Susana Dutro	A Focused Approach: Instruction for English Language Learners	K-8
English Language Development	✓		Teach language forms and functions in a systematic way	Ballard & Tighe	Carousel of Ideas	K-8
Reading	✓	✓	Teach reading (guided reading)	(various leveled books)	Leveled reading book collections	K-6
Reading	✓	✓	Teach Reading Comprehension	Frank Serafini; Heinemann	Lessons in Comprehension	3 to 6
Reading	✓	✓	Make content accessible for Language Learners	EL Achieve AND Pearson Education, Inc.	A Focused Approach: Instruction for English Language Learners (Frontloading) AND Making Content Comprehensible for English Language Learners (SIOP)	K-8
Reading	✓	✓	Teach Reading Comprehension (Literature study)	various trade books (from the CDE Recommended Readings in Literature, Kindergarten Through Grade Eight)	Trade book library selections	3 to 8
Language Arts	✓		Teach explicit systematic phonics	Fountas and Pinell	Phonics Lessons	K-4
Language Arts	✓	✓	Teach Phonemic Awareness	Prentice-Hall, Inc.	Words Their Way	K-4
Language Arts		✓	Teach explicit systematic phonics	Estrellita Inc.	Estrellita	K-1
Language Arts	✓		Teach Language Arts Standards	TBD	TBD	6 to 8
Language Arts		✓	Teach Spanish Language and grammatical structures	Hampton Brown	Bien Dicho!	1 to 5
Writing	✓	✓	Teach Writing craft	Calkins, Heinemann	Units of Study for Primary Writing	K-2
Writing	✓	✓	Teach Writing craft	Calkins, Heinemann	Units of Study for Teaching Writing	3 to 5
Writing	✓	✓	Teach Writing craft	Portolupi & Fletcher, Heinemann	Teaching the Qualities of Writing	3 to 6
Writing	✓	✓	Teach writing mechanics	Sopris West	Step Up to Writing	K-6
Writing	✓	✓	Teach Writing standards	Atwell, Heinemann	Lessons That change Writers	6 to 8
Mathematics	✓	✓	Teach math concepts and computations	Pearson Scott Foresman/TERC Group	Investigations in Numbers, Data, and Space	K-5
Mathematics	N/A	N/A	Teach Math Standards	Pearson	Connected Mathematics 2	6 to 7
Mathematics	N/A	N/A	Teach Math Standards	Saxon Publishing Inc.	Algebra 1	8
Science	N/A	N/A	Teach science standards (project-based learning approach)	Delta Education	FOSS Kits	K-5
Science	N/A	N/A	Teach science Standards	TBD	TBD	6 to 8
Social Studies	N/A	N/A	Teach social studies and history standards (project-based learning approach)	Teachers' Curriculum Institute (TCI)	Social Studies Alive!	K-5
Social Studies	N/A	N/A	Teach social studies standards	TBD	TBD	6 to 8

STANDARDS: NS 3.1, NS 3.2 Fractions and Decimals

OBJECTIVES:

Language: I can tell a partner how fractions and decimals are equivalent by using the following sentence frame:

_____ is equivalent to _____ because _____.

Content objective: Students will be able to write the equivalent fractions and decimals by using money.

KEY VOCABULARY: decimals, decimal point, one quarter, three quarters

A quarter is worth a quarter dollar.

Fifty cents is worth half a dollar.

What is the value of a quarter?

One quarter is $\frac{1}{4}$ of a dollar.

MATERIALS:

- Investigations Unit 7, Session 3.1 Sharing Money
- Money (dollars, dimes, nickels, pennies)
- Chart paper
- Board
- Paper brownies
- Balloons
- calculators

MOTIVATION:

- Refer to brownies and other items that we used in fractions and division.

PRESENTATION:

- State objectives, "I can" statements
- Brainstorm or build on their prior knowledge by making a list of things that can and cannot be split.

PRACTICE & APPLICATION:

- Explain instructions for pair activity using manipulatives.
- Ask students to discuss and share answers.
- More modeling with fractions/decimals (Ex. $\frac{1}{4} = .25$ of a dollar and use sentence frame to tell your partner).
- Independent practice (teacher models first problem).

REVIEW/ASSESSMENT

- Worksheet, Student Activity book p. 30
- Review objectives

Function(s): Describe Sensory Details
(intermediate)/ Explain characteristics of People,
Places and Things (Early Advanced)

Grade(s): K-4

Daily Objective		Day 1	Day 2	Day 3	Day 4	Day 5
Students will be able to use (does and do) in order to (answer questions)		SWBAT to name different animals and areas where they would reside in a zoo.	SWBAT to use irregular plurals correctly when talking about a group of animals.	SWBAT describe an animal with one synonym about size.	SWBAT describe an animal using multiple adjectives including size, appearance, and pace.	SWBAT to write a brief description about an animal with multiple adjectives.
		vocab	vocab language patterns	language patterns	language patterns	
		Simple idioms	Simple idioms irregular plurals	Simple idioms multiple adjectives	Simple idioms	Simple idioms
Grammatical Forms to help determine the "mortar" patterns			How many ____ did you see?			Which animal is ____ and ____?
Patterns for Prompts						
Patterns for Responses		This animal lives in the ____.	I saw ____ live in the ____.	That ____ is ____.	That ____ is ____ and ____.	The ____ is ____ and ____.
Topic Specific Vocabulary "Bricks" (1.26-1.28)		vulture, puma, flamingo, sloth, tiger, leopard, jaguar, rattlesnake, anaconda, gecko, fox, wolf, peacock, gazelle, antelope, cobra, chimpanzee, armadillo, gorilla, hyena, python, anteater, rhinoceros, cougar, tortoise, sea turtle, toucan, lemur, emu, ostrich, bald eagle, crocodile, alligator, baboon, owl, goose, hawk, swan, sheep	goose → geese sheep → sheep fish → fish mouse → mice deer → deer antelope → antelope moose → moose (foot, feet) (tooth, teeth)	mammoth, minnow, giant, great, enormous, jumbo, grand, medium, miniature, small, petite, wee	dangerous, conniving, weak, strong, quick, slow, beautiful, hideous, dashing, adorable, elegant, magnificent, unsightly, swift, feeble, powerful, abundant, lush, numerous,	
		"a little bird told me"	"all bark and no bite"	"ants in your pants"	"at a snail's pace"	"beating a dead horse"
		Guess my animal				
Bring Language to Life						
Structured Language Practice						
• How will students produce language – 50% of lesson? How will you gather evidence of student learning?						
Materials Plus, Routines for Teaching and Practice (Tab 4)						

Daily Objective	Day 1		Day 2		Day 3		Day 4		Day 5	
	SWBAT to contrast two animals using comparative BUT and HOWEVER in two separate sentences.		SWBAT contrast two animals in compound sentences with BUT and HOWEVER.		SWBAT compare and contrast two animals in a compound sentence with WHILE and BOTH.		SWBAT compare and contrast two animals in a compound sentence with WHILE and BOTH.		SWBAT to write a paragraph comparing and contrasting animals using the grammatical forms they have practice orally and in written form all week.	
Daily Focus 7. Vocabulary 8. Language Patterns 9. Taking it to Application	this that however, but		these, this, but, however		while, both		Language Patterns		Application	
	How are ___ and ___ the same? How are these animals different?		How are ___ and ___ the same? How are these animals different?		How are ___ and ___ the same? How are these animals different?		Language Patterns		Write a paragraph that compares and contrasts these two animals (how they are alike; how they are different)	
	This ___ has ___ and ___ However, that animal has ___ and ___ These ___ have ___ and ___ But those ___ have ___ and ___ spots, stripes, paws, fur, feather, lang, scales		These ___ have ___ and ___ but those have ___ and ___ This ___ has ___ and ___ but that ___ has ___ and ___ (have, live, eat, are)		While the ___ has ___ and the ___ has ___ both animals have ___		While the ___ and ___ both have ___ the ___ has ___			
Topic Specific Vocabulary "Bricks" (1.26-1.28)										
Bring Language to Life	Book/Poem: Read Aloud				Books: Read Aloud					
Structured Language Practice How will students produce language – 50% of lesson? How will you gather evidence of student learning?	Sentence construction chart. Model ECHO Conga Line/Lines of Communication		Sentence construction chart. Model Echo Talking Sticks Write a sentence with sentence frames.		Sentence frames Model Echo Conga Line/Lines of Communication		Sentence frames Tea Party Write a sentence with sentence frames.		Write a paragraph comparing and contrasting animals.	
	pictures, chart		pictures, chart, notebook paper		pictures, chart, notebook paper		pictures, chart, notebook paper		pictures, chart, notebook paper	
Materials Plus, Routines for Teaching and Practice (Tab 4)										
Website Resources The following are on the ELD website for your use.										

Level: 3.4 (I, EA)

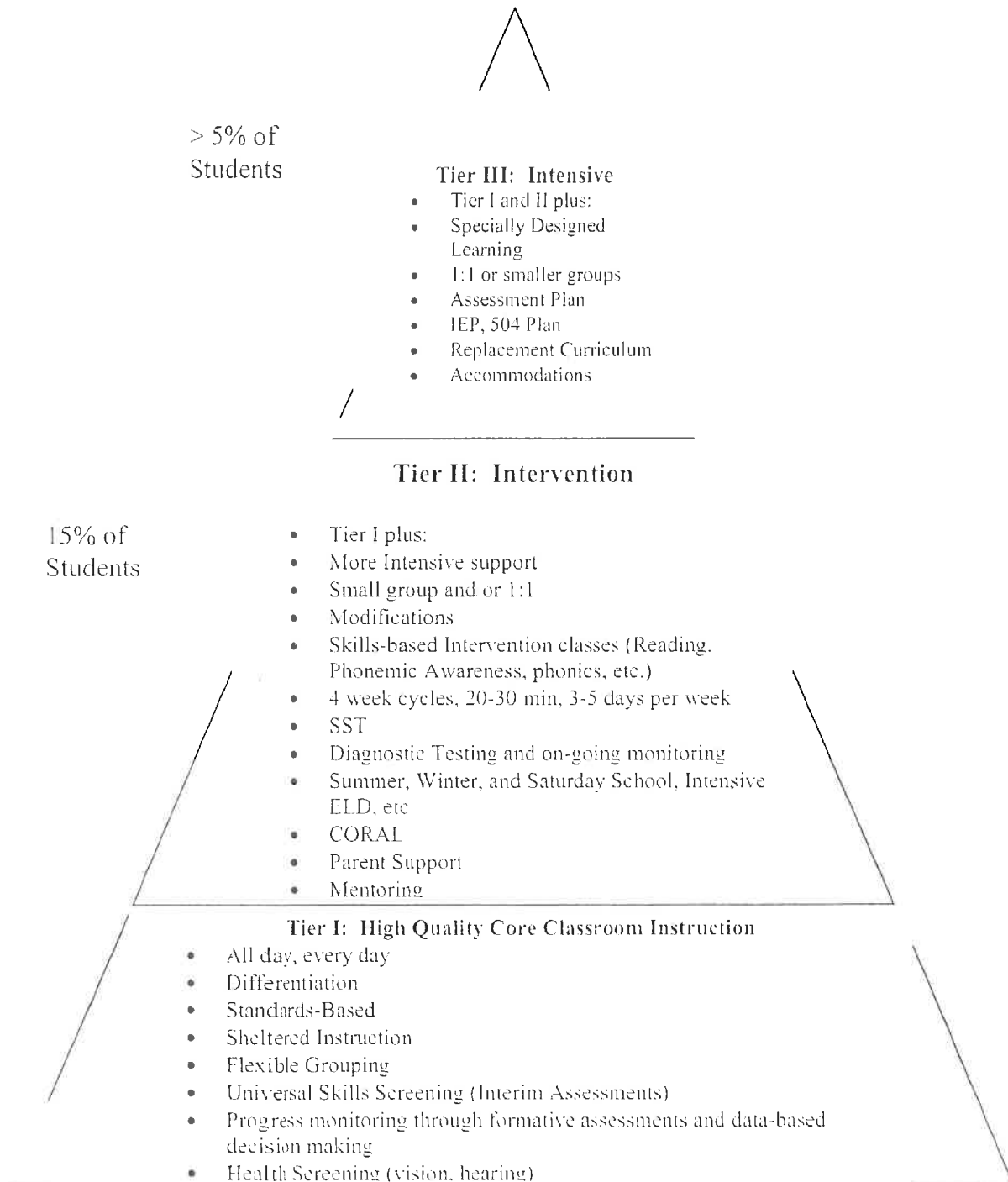
Function(s): Describe Sensory Details (intermediate)/ Explain characteristics of People, Places and Things (Early Advanced)

Grade(s): K

Dates: Dec. 5 – 15

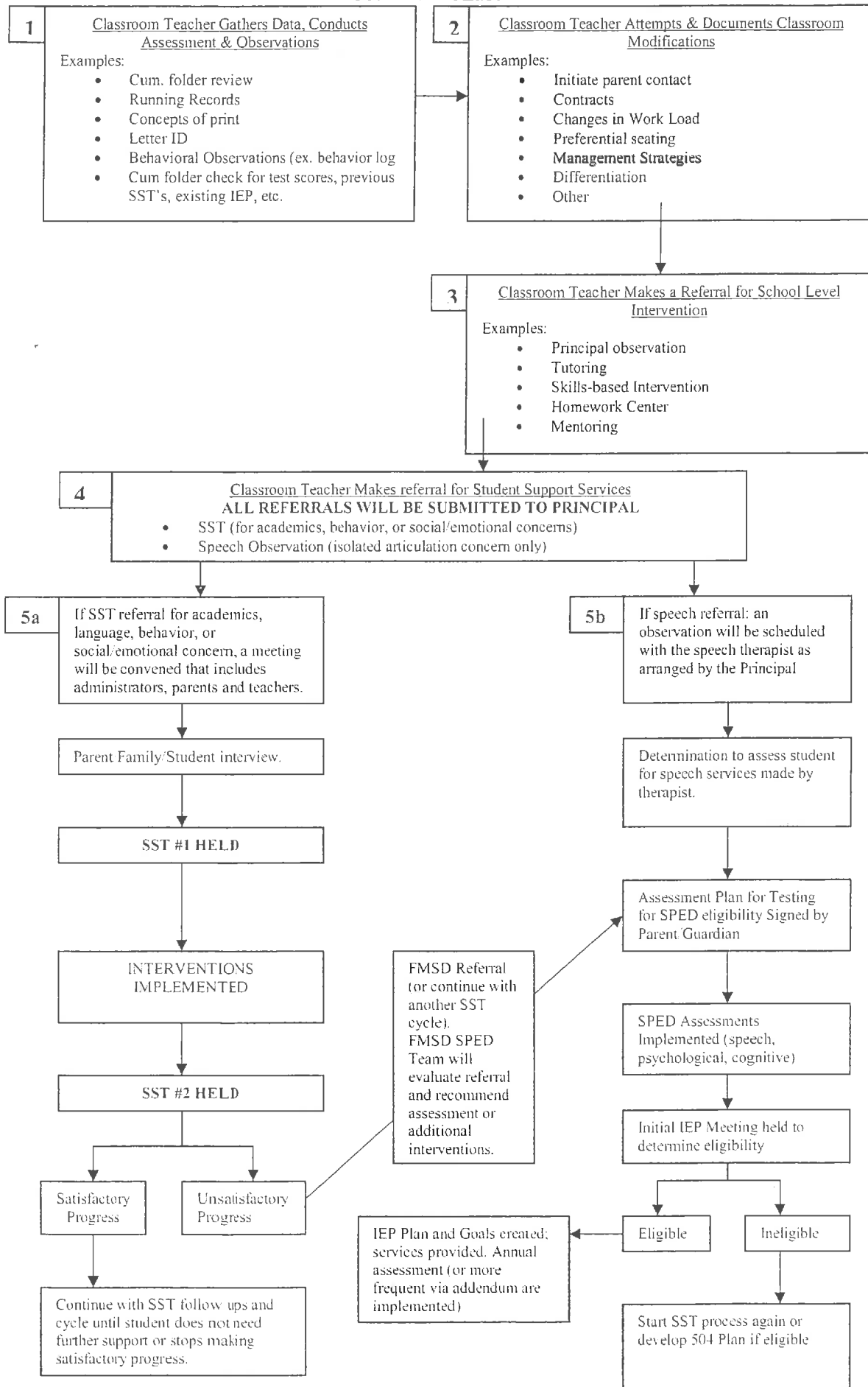
Response to Intervention (RtI)

Voices College-Bound Language Academy



Voices College-Bound Language Academy

SST Flow Chart



APPENDIX F

A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement: Overall Conclusions and Major Policy Implications

Summary Of Findings Across All Research Sites

Each of the research contexts of this study illustrate varying aspects of the major factors that appear to influence the academic success of language minority students who begin their U.S. schooling with no proficiency in English. Overall, the five school districts examined have attempted to address the dimensions of the Prism Model of Language Acquisition for School (Thomas & Collier in Ovando & Collier, 1998, p. 89), as they continue to improve programs for their English language learners. The Prism Model focuses on four developmental processes that school-age students experience through Grades K-12—sociocultural, linguistic, cognitive, and academic processes. These processes develop subconsciously, occur simultaneously, and are interdependent. The findings of this research study demonstrate that it is crucial that educators provide a socioculturally supportive school environment for language minority students that allows natural language, academic, and cognitive development to flourish in both L1 and L2, comparable to the sociocultural support for ongoing language, academic, and cognitive development that native-English speakers are provided in school. The qualitative findings from each research site illustrate that each school context is different, and significant elements within each educational context can have strong influence on students' academic achievement in the long term. Overall, we have found that the following major factors influence the success of programs for English language learners:

- **The potential quality of the type of program for ELLs.** This refers to the power of a particular program's features to influence student achievement. Some school programs for ELLs are "feature-rich," with enhanced potential to affect student achievement, while others are "feature-poor," with little or no theoretical reason to believe that their use will help ELLs to close the achievement gap.
- **The realized quality of the type of program for ELLs.** This is the degree of full and effective implementation of a program in terms of administrative support; teacher skills and training to deliver the full instructional effect of the program; and the degree to which program installation, processes, and outcomes are monitored and formatively evaluated.
- **The breadth of program focus.** This refers to an instructional focus on the Prism Model dimensions of linguistic, cognitive, and academic development to native-speaker levels of English, as well as in students' primary language, in a supportive sociocultural school environment, as contrasted with a narrow and restrictive instructional focus, such as "just learning enough English to get by."

- **The quality of the school's instructional environment.** This refers to the degree to which the school becomes an additive language-learning environment rather than a subtractive environment, including parental engagement and support of the instructional program. In an additive bilingual environment, students acquire their second language without any loss of their primary language. Students who continue to develop cognitively in their primary language and develop ageappropriate proficiency in both first and second language can outscore monolinguals on school tests (Baker & Prys Jones, 1998).
- **The quality of available instructional time.** This is the degree to which instructional time is used effectively so that students receive maximally comprehensible instruction for an instructionally optimum time period, in classrooms where English language learners are not isolated, but where all students interact together and where instruction is driven by students' cognitive, academic, and linguistic developmental needs. Overall, programs for English language learners that "score high" in these five major factors are long-term and enriched forms of bilingual/ESL instruction that provide for most or all of the documented achievement gap to be closed in the long term. Programs that "score low" on these major factors are remedial, short-term, and ineffective.

SUMMARY OF QUANTITATIVE ANALYSES

Major findings from the quantitative analyses that are statistically and practically significant for

decision-making are presented below. For decision-making purposes, a 4 NCE difference between groups is considered a small but significant difference (equivalent to 0.2 of a national standard deviation [s.d.]), 5 NCEs an actionable significant difference (0.25 of a national s.d.), 6 NCEs a moderate significant difference (0.3 of a national s.d.), and 10 NCEs a very large significant difference (0.5 of a national s.d.).

ENGLISH ACHIEVEMENT FINDINGS

Focusing first on **program comparisons**, we summarize **English language learners' long-term achievement** on nationally standardized tests (ITBS, CTBS, Stanford 9, Terra Nova) **in English**

Total Reading (the subtest measuring academic problem-solving across the curriculum—math, science, social studies, literature), for students who entered the U.S. school district with little or no proficiency in English in Grades K-1, and following them to the highest grade level reached by the program to date:

- English language learners immersed in the English mainstream because their parents refused bilingual/ESL services showed large decreases in reading and math achievement by Grade 5, equivalent to almost 3/4 of a standard deviation (15 NCEs), when compared to students who received bilingual/ESL services. The largest number of dropouts came from this group, and those remaining finished

11th grade at the 25th NCE (12th percentile) on the standardized reading test. (pp. 113-114, 122-124, Figures C-1, C-2, Tables C-1, C-2, C-10, C-11)

- When ESL content classes were provided for 2-3 years and followed by immersion in the English mainstream, ELL graduates ranged from the 31st to the 40th NCE with a median of the 34th NCE (23rd percentile) by the end of their high school years. (pp. 112-114, 126-127, 241-256, Figures C-1, C-2, E-1, E-6, E-7, E-8, E-9, E-14, Tables C-1, C-2, E-1, E-6, E-7, E-8, E-9, E-14)
- 50-50 Transitional bilingual education students who were former ELLs, provided with 50 percent instruction in English and 50 percent instruction in Spanish for 3-4 years, followed by immersion in the English mainstream, reached the 47th NCE (45th percentile) by the end of 11th grade. (pp. 112-114, 126-127, Figures C-1, C-2, Tables C-1, C-2)
- 90-10 Transitional bilingual education students who were former ELLs reached the 40th NCE (32nd percentile) by the end of 5th grade. (In 90-10 TBE, for Grades PK-2, 90 percent of instruction is in the minority language, gradually increasing English instruction until by Grade 5, all instruction is in the English mainstream for the remainder of schooling.) (pp. 119-122, Figure C-8, Table C-7)
- 50-50 One-way developmental bilingual education students who were former ELLs reached the 62nd NCE (72nd percentile) after 4 years of bilingual schooling in two high-achieving school districts, outperforming their comparison ELL group schooled all in English by 15 NCEs (almost 3/4 of a national standard deviation—a very large significant difference). By 7th grade, these bilingually schooled former ELLs were still above grade level at the 56th NCE (61st percentile). (A one-way program is one language group being schooled through two languages.) (pp. 48-52, 58, Figures A-1, A-3, Tables A-5, A-6)
- 90-10 One-way developmental bilingual education students who were former ELLs reached the 41st NCE (34th percentile) by the end of 5th grade. (90-10 means that for Grades PK-2, 90 percent of instruction is in the minority language, gradually increasing English instruction to 50 percent by Grade 5, and a DBE program continues both languages in secondary school.) (pp. 119-122, Figure C-8, Table C-7)
- 50-50 Two-way bilingual immersion students who were former ELLs attending a high-poverty, high-mobility school: 58 percent met or exceeded Oregon state standards in English reading by the end of 3rd and 5th grades. (Two-way is two language groups receiving integrated schooling through their two languages; 50-50 is 50 percent instruction in English and 50 percent in the minority language.) (pp. 201-204, Figures D-4, D-6, Table D-18)
- 90-10 Two-way bilingual immersion students who were former ELLs performed above grade level in English in Grades 1-5, completing 5th grade at the 51st NCE

(51st percentile), significantly outperforming their comparison groups in 90-10 transitional bilingual education and 90-10 developmental bilingual education. (pp. 119-121, Figure C-8, Table C-7)

SPANISH ACHIEVEMENT FINDINGS

A goal of one-way and two-way bilingual education is to graduate students who are fully academically proficient in both languages of instruction, to prepare these students for the workplace of the 21st century. We summarize **native-Spanish-speakers' long-term achievement** on nationally standardized tests (Aprenda 2, SABE) **in Spanish Total Reading** (the subtest measuring academic problem-solving across the curriculum—math, science, social studies, literature), following them to the highest grade level reached by the program to date:

- In 50-50 Two-way bilingual immersion, Spanish-speaking immigrants after 1-2 years of U.S. schooling achieved at a median of the 62nd NCE (71st percentile) in Grades 3-6. These immigrants arrived on or above grade level and maintained above grade level performance in Spanish in the succeeding two years. (pp. 199-200, Figure D-2, Tables D-5, D-6)
- In 90-10 Transitional bilingual education classes, native-Spanish speakers reached the 56th to 60th NCE (61st to 68th percentile) for Grades 1-4, and after moving into all-English instruction in Grade 5, they tested at the 51st NCE, still on grade level in Spanish reading achievement. (pp. 117-119, Figure C-5, Table C-4)
- In 90-10 Developmental bilingual education classes, native-Spanish speakers reached the 56th to 63rd NCE (61st to 73rd percentile) for Grades 1-4, and in Grade 5 they outperformed the TBE comparison group by 4 NCEs at the 55th NCE (60th percentile). (pp. 117-119, Figure C-5, Table C-4)
- In 90-10 Two-way bilingual immersion classes, native-Spanish speakers reached the 58th to 65th NCE (64th to 76th percentile) for Grades 1-4, and in Grade 5 they outperformed the TBE and DBE comparison groups by a significant 6 NCEs at the 61st NCE (70th percentile). (pp. 117-119, Figure C-5, Table C-4)
- In reading achievement across the curriculum, native-Spanish speakers outperformed native-English speakers when tested in their native language, for Grades 1-8, regardless of the type of bilingual program Spanish-speaking students received. Native-Spanish speakers remained significantly above grade level at every grade except sixth grade (at the 49th NCE), reaching the 64th NCE (74th percentile) in 8th grade. (pp. 117-119, Figure C-3, Table C-3)

ACHIEVEMENT FINDINGS IN OTHER SUBJECTS

- We chose the reading subtest of the standardized tests (results presented above) as the "ultimate" measure of attainment, because LM students' reading scores were consistently the lowest among the subjects, and this is the measure that most

closely correlates with the standardized tests required for admission to post-secondary education. Generally, LM students achieved 5-10 NCEs higher in English language arts, math, science, social studies, and writing. (pp. 46-53, 111-114, 119- 122, 241-256, Figures A-4, A-5, C-9, C-10, E-1 to E-14 and accompanying tables)

- In Spanish math, native-Spanish speakers generally outperformed native-English speakers tested in English math. When comparing native-Spanish speakers' achievement in Spanish math by program, for Grades 2-5, students attending all three bilingual program types achieved at or above the 55th NCE (60th percentile). But the Spanish speakers attending 90-10 Two-way bilingual immersion classes outperformed the Spanish speakers in 90-10 TBE and 90-10 DBE classes by 3-6 NCEs on Spanish math achievement, reaching the 59th NCE (66th percentile) by 5th grade. (pp. 114, 117-118, Figures C-4, C-6, Tables C-3, C-4)

ACHIEVEMENT OF NATIVE-ENGLISH SPEAKERS IN TWO-WAY BILINGUAL EDUCATION

- Native-English speakers in two-way bilingual immersion programs maintained their English, added a second language to their knowledge base, and achieved well above the 50th percentile in all subject areas on norm-referenced tests in English. These bilingually schooled students equaled or outperformed their comparison groups being schooled monolingually, on all measures. (pp. 46-53, 119, 124, 201-204, Figures A-3 to A-5, D-1, D-3, D-5, D-7, D-9, Tables A-1 to A-11, C-4, C-12, C-13, D-1 to D-4, D-7, D-8, D-10, D-12, D-13, D-15, D-17 to D-10)

INFLUENCE OF STUDENT BACKGROUND ON STUDENT ACHIEVEMENT

- Socioeconomic status (SES) typically influenced from 3-6% of LM students' reading achievement as measured by standardized tests, for both enrichment dual language programs and ESL content programs. In selected circumstances (e.g., oral proficiency of Spanish speakers learning English) the effect of SES explains as much as 11-12% of achievement. However, the effect of number of years of program participation on reading achievement varied with the program type. For one-way and two-way dual language programs, up to five years of program participation accounted for 6-9% of ELLs' reading achievement on standardized tests. For Spanish speakers learning English, 20% of oral proficiency was attributable to program exposure while program exposure accounted for 15% of oral proficiency for English speakers learning Spanish. In the case of the ESL Content program, years of schooling accounted for less than 2% of end-of-school reading achievement as measured by standardized tests. Thus, a strong dual language program can "reverse" the negative effects of SES more than a well-implemented ESL Content program by raising reading achievement to a greater degree. (pp. 56-57, 204-206, 256-258, Tables A-18, D-20, E-16 to E-18)

- The One-way developmental bilingual education program in Northern Maine influenced 8.5% of former ELLs' eventual reading achievement, exceeding the effects of low socioeconomic status at less than 4%. The Two-way bilingual immersion program at Grant Community School exerted a powerful and significant effect on Spanish-speaking students' scores on oral English development and influenced about 6 percent of their standardized reading scores as assessed in English, while SES accounted for about 4%. In this high-poverty school, SES alone accounted for 14 percent of the observed achievement variance overall. Thus, the school's dual language program is reducing the negative effects of SES by significant amounts for Spanish speakers learning English and taking the statewide assessment in English. (pp. 56-57, 204-206, 256-258, Tables A-18, D-20, E-16 to E-18)
- Number of years of primary language schooling, either in home country or in host country, had more influence than socioeconomic status when the number of years of schooling was 4 or more years. In addition, the L2 academic achievement of older immigrant arrivals with strong grade-level schooling completed in L1 in the home country was less influenced by low socioeconomic status and more dependent on number of years completed. Likewise, students of low socioeconomic status who were born in the U.S. or arrived at a very young age achieved at high levels in L2 when grade-level schooling was provided in both L1 and L2 in the U.S. (pp. 257-258, Figures C-1, E-6, E-7, Tables C-1, E-6, E-7, E-17, E-18)
- When immigrants were schooled all in English in the U.S., students who received 4-5 years of L1 schooling in home country (arriving at ages 10-12) scored 6 NCEs higher in English reading in 11th grade than those who received 1-3 years of home country schooling (arriving at ages 7-9). (pp. 248- 251, Figures E-6, E-7, Tables E-6, E-7)
- Immigrants with interrupted schooling in home country achieved significantly below grade level, when provided instruction only in English. Those one year below grade level on arrival were at the 29th NCE (16th percentile) on the English reading test by 11th grade, those two years below grade level on arrival at the 26th NCE (13th percentile), those three years behind at the 20th NCE (8th percentile), and those four years behind at the 19th NCE (7th percentile). (pp. 251-253, Figure E-8, Table E-8)
- Gender differences among Hispanic students were found to be significant in only two subject areas—math and science. Hispanic males outperformed Hispanic females by 4 NCEs in math and 6 NCEs in science on the 11th grade tests in English. (p. 256, Figure E-14, Table E-14)

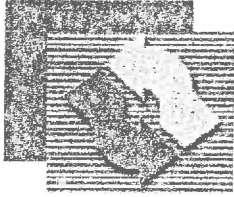
MAJOR POLICY IMPLICATIONS

- Enrichment 90-10 and 50-50 one-way and two-way developmental bilingual education (DBE) programs (or dual language, bilingual immersion) are the only programs we have found to date that assist students to fully reach the 50th percentile in both L1 and L2 in all subjects and to maintain that level of high achievement, or reach even higher levels through the end of schooling. The fewest dropouts come from these programs.
- Parents who refuse bilingual/ESL services for their children should be informed that their children's long-term academic achievement will probably be much lower as a result, and they should be strongly counseled against refusing bilingual/ESL services when their child is eligible. The research findings of this study indicate that ESL or bilingual services, as required by *Lau v. Nichols*, raise students' achievement levels by significant amounts.
- When English language learners (ELLs) initially attend segregated, remedial programs, these students do not close the achievement gap after reclassification and placement in the English mainstream. Instead, they maintain or widen the gap in later years. Therefore, their average achievement NCE at reclassification should be as high as possible, since this is likely to be their highest achievement level that they reach during their school years. Ideally, instructional gains are best accomplished in an enrichment (not a remedial) program.
- Students with no proficiency in English must NOT be placed in short-term programs of only 1-3 years. In this study and all other research studies following ELLs long term, the minimum length of time it takes to reach grade-level performance in second language (L2) is 4 years. Furthermore, only ELLs with at least 4 years of primary language schooling reach grade-level performance in L2 in 4 years. As a group, students with no primary language schooling (either in home country or host country) are not able to reach grade-level performance in L2.
- The strongest predictor of L2 student achievement is amount of formal L1 schooling. The more L1 grade-level schooling, the higher L2 achievement.
- Bilingually schooled students outperform comparable monolingually schooled students in academic achievement in all subjects, after 4-7 years of dual language schooling.
- Students who receive at least 4-5 years of grade-level L1 schooling in home country before they emigrate to the U.S. typically reach the 34th NCE (23rd percentile) by 11th grade when schooled all in English in the U.S. in an ESL Content program, and then the mainstream. These students are on grade level when they arrive, but it takes them several years to acquire enough English to do grade level work, which is equivalent to interrupting their schooling for 1 or 2 years. Then they have to make more gains than the average native-English speaker makes every year for several years in a row to eventually catch up to

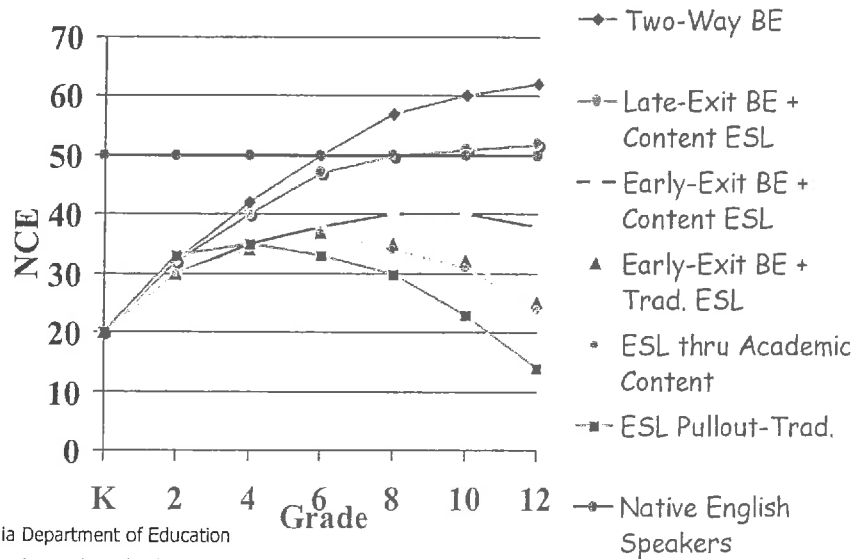
grade level, a very difficult task to accomplish within the remaining years of K-12 schooling.

- The highest quality ESL Content programs close about half of the total achievement gap.
- When ELLs initially exit into the English mainstream, those schooled all in English outperform those schooled bilingually when tested in English. But the bilingually schooled students reach the same levels of achievement as those schooled all in English by the middle school years, and during the high school years the bilingually schooled students outperform the monolingually schooled students (see Figure C-2).
- Students who receive at least 5-6 years of dual language schooling in the U.S. reach the 50th NCE/percentile in L2 by 5th or 6th grade and maintain that level of performance, because they have not lost any years of schooling. Students raised in a dual language environment need at least 4 years of schooling in L1 and 4 years of schooling in L2 to achieve on grade level in either of the two languages. Providing bilingual schooling in the U.S. meets both needs simultaneously, typically in 4-7 years, leading to high academic achievement in the long term.
- Bilingual/ESL Content programs must be effective (at least 3-4 NCE gains per year more than mainstream students are gaining per year), well implemented, not segregated, and sustained long enough (5-6 years) for the typical 25 NCE achievement gap between ELLs and native-English speakers to be closed. Even the most effective programs can only close half of the achievement gap in 2-3 years, the typical length of remedial ELL programs. Therefore, short-term, remedial, and ineffective programs cannot close the large achievement gap and should be avoided.
- An enrichment bilingual/ESL program must meet students' developmental needs: linguistic (L1- L2), academic, cognitive, emotional, social, physical. Schools need to create a natural learning environment in school, with lots of natural, rich oral and written language used by students and teachers (L1 and L2 used in separate instructional contexts, not using translation); meaningful, 'real world' problem-solving; all students working together; media-rich learning (video, computers, print); challenging thematic units that get and hold students' interest; and using students' bilingual bicultural knowledge to bridge to new knowledge across the curriculum.

Source: http://www.crede.org/research/llaa/1.1_conclusions.html



English Learners Long Term K-12 Achievement on Standardized Tests in English Reading Compared Across Seven Program Models



California Department of Education
Language Policy and Leadership Office

Thomas & Collier, 2000

Name: _____ Date: _____

First Grade Interim Math Assessment TEACHER COPY

1 NS 2.2* & Mathematical Reasoning

¿Cuántas páginas leí esta semana si leí 16 páginas el lunes, 9 páginas el martes, nada el miércoles, y 14 el jueves?

Figure out how many pages I have read so far this week if I read 16 pages on Monday, 9 pages on Tuesday, none on Wednesday, and 14 pages on Thursday

NS 1.2

2 Which of these symbols will make the number sentence true?

Mark your answer.

¿Cuáles de estos símbolos hará ésta ecuación numérica correcta? Marca tu respuesta.

$$19 \square 14 = 5$$

+

☐

-

☐

=

☐

3 Which of these symbols will make the equation true? Mark your answer.

¿Cuáles de estos símbolos hará ésta ecuación numérica correcta? Marca tu respuesta.

$$12+3 \square 3+12$$

+
☐

>
☐

-
☐

<
☐

=
☐

NS 2.2* & Mathematical Reasoning
4

Adrián tiene 36 canicas azules, 24 canicas verdes y 12 canicas rojas. ¿Cuántas canicas necesita Adrián para completar 90? Muestra tu trabajo y la respuesta en la línea abajo.

Adrian has 36 blue marbles, 24 green marbles and 12 red marbles. How many more marbles does Adrian need to have 90 in all? Show your work and answer on the line below.

NS 1.2

Fill in the symbol needed: more than, less than or equal to
Marca el símbolo necesario: mas que, menos que o igual

$567 \bigcirc 76$

$648 \bigcirc 42$

$723 \bigcirc 23$

NS 1.2

8 Which of the following is incorrect?
¿Cuál de los siguientes no es correcto?

$75 < 76$
☐

$48 > 42$
☐

$89 > 91$
☐

NS 1.5
9

Mario tiene la cantidad de dinero abajo. Cuenta el dinero y marca la respuesta correcta.



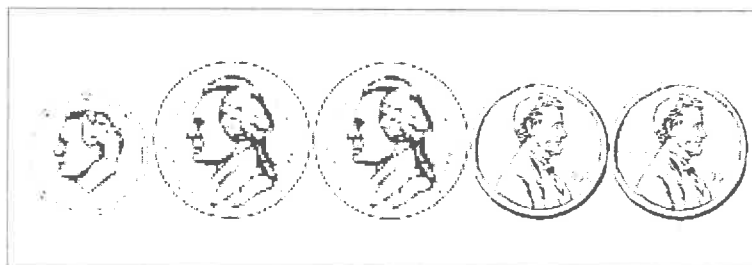
\$0.03
☐

\$0.16
☐

\$0.30
☐

NS 1.5
10

Victor tiene la cantidad de dinero abajo. Cuenta el dinero y escribe cuánto dinero tiene en total en la línea abajo.



NS 1.5

11

¿Cuál de los siguientes muestra el uso correcto de los símbolos de dinero?

☐ ¢32

☐ 72¢

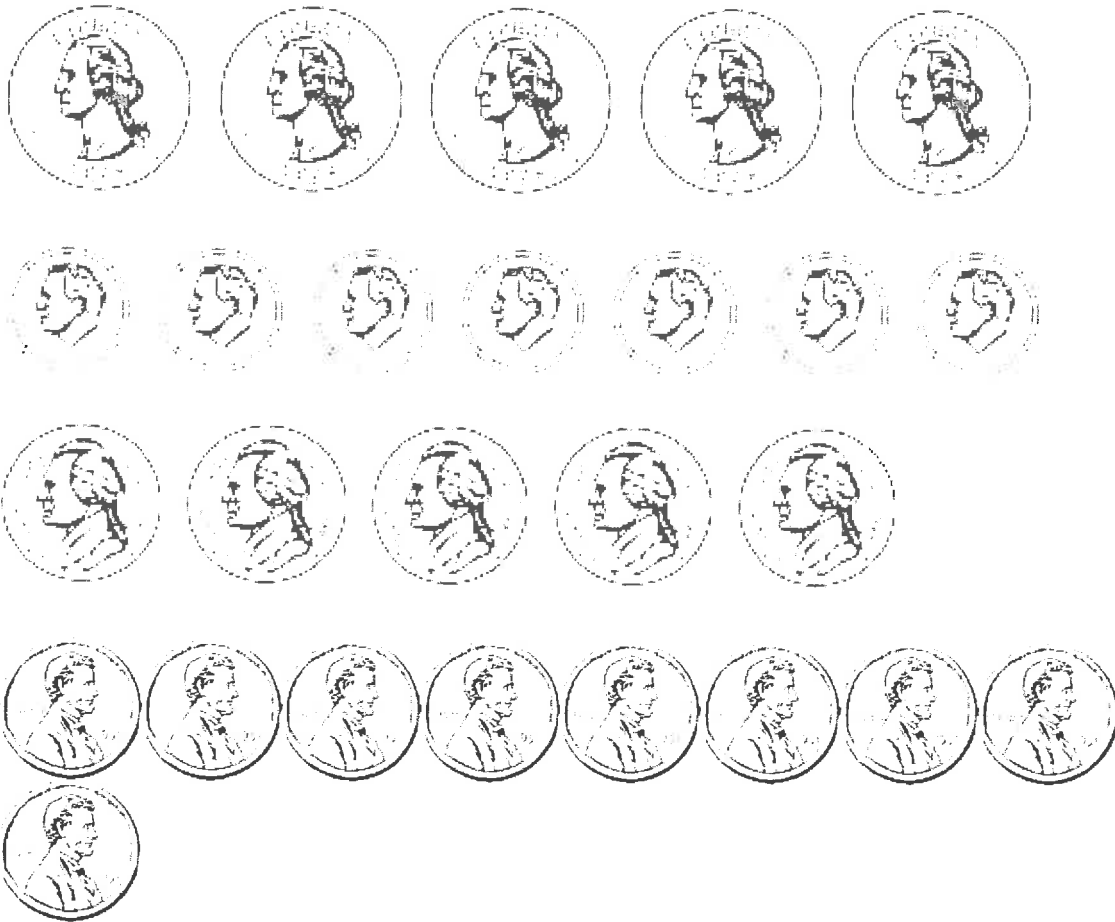
☐ \$1.25¢

☐ 2.57\$

NS 1.5

12 Alejandro wants to buy a toy that costs \$0.93. He has all this money in his pocket. Which coins could he use to make \$0.93 exactly? Circle the coins.

Alejandro quiere comprar un juguete que vale \$0.93. Tiene todo este dinero en su bolsa. Cuales monedas puede usar para hacer exactamente \$0.93. Circula las monedas.



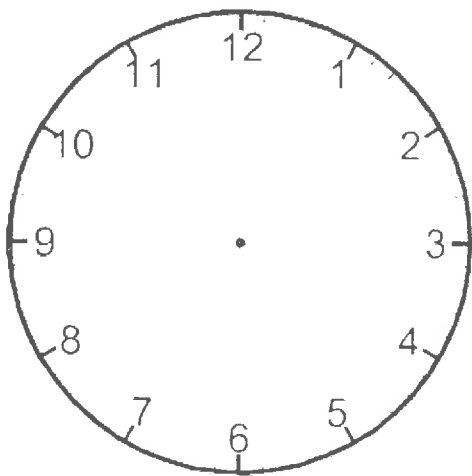
MG 1.2

13

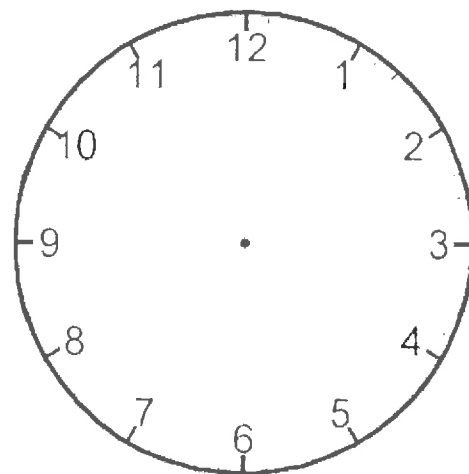
The first grade class went to the library so each student could find a good book to read. Ms. Alvarez said to the class, "It is ten o'clock. You have a half an hour to find a book and to sit quietly and read it."

Draw hands on these clocks to show when library time will start and when library time will end.

La clase de primer grado fue al la biblioteca para que cada nino encuentre un buen libro para leer. La Sra. Alvarez dijo, -Son las diez en punto. Tienen media hora para encontrar un libro y leerlo. Dibuja las manos en estos relojs para indicar cuando la hora de la biblioteca comenzo y se terminara.



Comienza



Termina

NS 1.4* & Mathematical Reasoning

14

Hay 10 pedazos de chicle en un paquete. Si hay 21 estudiantes, que es el número menor de paquetes que tengo que comprar para asegurarme que cada estudiante recibirá por lo menos un pedazo de chicle? Escribe tu respuesta abajo.

There are 10 pieces of gum in a pack. If there are 21 students, what is the smallest number of packs we must buy to make sure each student gets at least one piece of gum? Write your answer below.



NS 1.2*

15

50 son _____ unidades y _____ decenas
is _____ ones and _____ tens

NS 2.2* & Mathematical Reasoning

16

Tony compró naranjas, pero se comió 2 en camino a casa y solo le sobraron 17. ¿Cuántas compró en la tienda? Marca la oración numerica que puedes usar para encontrar la solución de este problema.

- ☐ $17-2=$
- ☐ $1+17-1=$
- ☐ $17+2=$

NS 2.2* & Mathematical Reasoning

17 Martin and his mom are going to the store to buy some food.

Martin's mom told him to pick out 12 apples. So far Martin has 9 apples in his basket. How many more apples does he need to put in his basket so that he will have 12 all together?

Martín y su mamá van a la tienda para comprar comida. La mamá de Martín le dijo que escogiera 12 manzanas. Martín tiene 9 manzanas en su canasta. ¿Cuántas manzanas más necesita en su canasta para completar 12?

- ☐ 3
- ☐ 4
- ☐ 2
- ☐ 1

NS 2.2* and Mathematical Reasoning 1.1

18 Ms. Brown asked Alice to count the number of boxes of crayons in the classroom. There are boxes of crayons on each of the three tables in the classroom. Write a number sentence on the line below that tells how many boxes of crayons Alice sees in the classroom all together.

El Sr. Brown le pidió a Alice que contara las cajas de crayones en cada mesa. Hay cajas en cada mesa. Escribe una ecuación numérica en la línea abajo que nos dice cuántas cajas de crayones hay en total en la clase.



NS 2.2*

19 Ms. Teso is counting the Good Character Tickets she has in the jar. The table below has tally marks to show the number of tickets received from each class each day.

La Sra. Teso esta contando los boletos de buen carácter que tiene en el jarrón. La tabla debajo tiene marcas para indicar cuántas recibió de cada clase cada día.

	Srta. Ortega	Srta. Shaw	Sra. Mallamace
Lunes	I		II
Martes	II	III	
Miercoles	III	I	I
Jueves		I	I

How many Good Character Tickets were turned in all together?

Write your answer on the line below.

¿Cuántos boletos de buen carácter fueron entregados en total?

Escriba tu respuesta en la línea debajo.

NS 2.2* and Mathematical Reasoning

20 The students at Voices went on a field trip to the zoo. At the zoo they saw 13 monkeys, 4 bears, and 26 zebras.

Los estudiantes de Voices fueron a un paseo. En el zoológico vieron 13 changos, 4 osos, y 26 cebras.

Changos	13
Osos	4
Cebras	26

Write the problem you would use to find how many more zebras the students saw compared to monkeys.

Escriba el problema que usarías para encontrar cuántas más cebras vieron los estudiantes que changos.

NS 2.4

21 Which numbers are missing?

¿Cuáles números faltan?

___, 98, ___, 94, 92, ___, ___, ___, ___, 82

NS 2.4

22 Which numbers are missing?

¿Cuáles números faltan?

80, 75, 70, 65, ___, ___, 50, ___, 40, 35, ___, 25, ___, ___

NS 2.4

23 Count by tens beginning with 18.
Cuenta diez en diez comenzando con 18.

18
48

You have 5 chocolate chip cookies, 9 sugar cookies, 3 Oreo cookies, and 6 oatmeal cookies. How many groups of tens can you make and how many are left over? Draw out the problem and write in the answer below.

Tienes 5 galletas de chocolate, 9 de azucar, 3 de Oreo, y 6 de avena. ¿Cuántos grupos de diéz puedes hacer y cuántos sobran? Dibuja el problema y escribe tu respuesta abajo.

_____ grupos de diéz (groups of ten)

_____ sobran (left over)

NS 1.2*

25 What is the value of the digit three in the following number? Circle the right answer.

¿Que es el valor de el digito tres en el siguiente numero? Circula la respuesta correcta.

38

8

30

38

3

NS 1.2, Mathematical Reasoning 1.1, 1.2, 2.1

26

Which is bigger? Why, and how could you prove it?

Use the space below to write or draw you answer.

¿Cuál es más grande? Porque, y como los puedes probar? Usa el espacio abajo para escribir o dibujar tu respuesta.

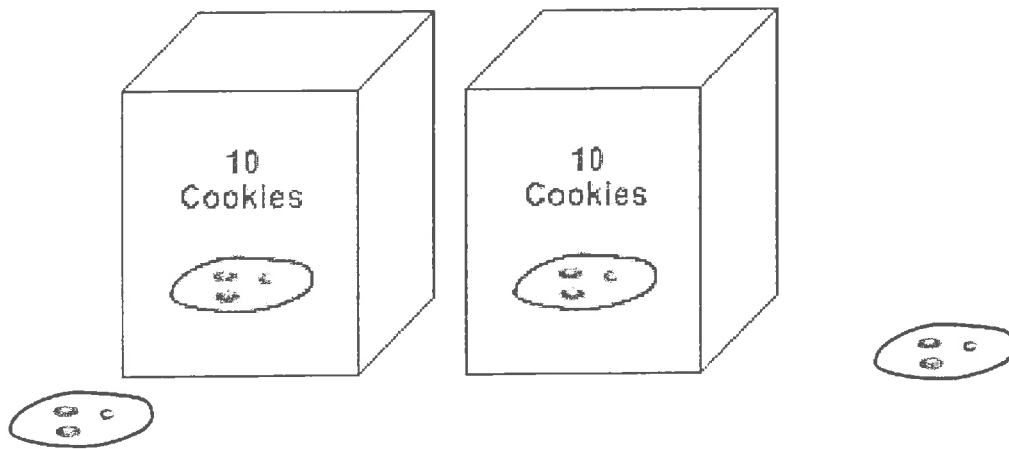
32

23

NS 1.4*

27 Jose brought these cookies to share with his class. Each box has ten cookies. Count the boxes and the extras. How many cookies did he bring all together?

José compró galletas para compartir con su clase. Cada caja tiene diez galletas. Cuenta las cajas y las extras. ¿Cuántas galletas tiene en total?



4
☐

20
☐

22
☐

NS 2.3

28 What is 10 more than 45? _____

¿Que es 10 mas que 45?

NS 2.3

29 What is 10 less than 40? _____

¿Que es 10 menos que 40?

NS 1.5

Write in the value of each coin or bill.

Escribe el valor de cada moneda o billete.

30 	
31 	
32 	
33 	
34 	

NS 2.1*

35 Which of the following shows that Tina made a mistake when solving this problem 8-1.

Cual de los siguientes muestra que Tina hizo un error cuando resolvió este problema 8-1.



$$8-1=6$$

$$8+1=6$$



$$6-1=8$$



$$1-6=8$$



$$6+1=7$$



NS 2.1*

36

Manuel solved this addition problem. Which problem shows how he can check his work and his answer was correct.

Manuel resolvió este problema de sumar. Cual problema muestra como puede revisar su trabajo y la respuesta era correcta?

$$4+6=10$$

$$10+4=14$$



$$6-10=4$$



$$10-6=4$$



$$10+6=16$$



NS 2.1*

37 Here is how Liliana worked a subtraction problem. Use addition to check to see if she worked the problem correctly.

Así es como Liliana hizo un problema de restar. Usa un problema de sumar para revisar su trabajo.

$$\begin{array}{r} 85 \\ -11 \\ \hline 74 \end{array}$$

$$+ \underline{\hspace{2cm}}$$

MG 1.0*

38

Ms. Garcia asked you to measure the length of your desk with a new pencil and a new crayon. Which will be greater, the number of crayon units or the number of pencil units?

Circle the right answer.

La Sra. García te pidió que midieras el longitud de tu escritorio con un lápiz nuevo y un crayón nuevo. ¿Cuál será mayor, el número de unidades de lápices o crayones? Encierra la respuesta correcta en un círculo.



MG 1.0*

39 About how many balls tall is this tree?

Circle the right answer.

¿Más o menos, cuántas pelotas de altura tiene este árbol? Circula la respuesta correcta.



1 Pelota

5 Pelotas

20 Pelotas

15 Pelotas

NS 2.2*

Solve these problems and show your work.

Resuelvas estos problemas y muestra tu trabajo.

40 $16+4+7=$	41 $99-68=$
42 $\begin{array}{r} 54 \\ +13 \\ \hline \end{array}$	43 $65+17=$
44 $\begin{array}{r} 35 \\ -12 \\ \hline \end{array}$	45 $\begin{array}{r} 49 \\ - 2 \\ \hline \end{array}$
46 $12+23=$ _____	47 $55+17=$ _____
48 $69-22=$ _____	49 $99-79=$ _____
50 $98-59=$ _____	51 $70-38=$ _____

	Almuerzo de casa	Almuerzo de la escuela
Niños	16	27
Niñas	21	14

NS 2.2*

52

¿ Cuántos estudiantes traen el almuerzo de su casa?
How many children bring lunch from home? _____

53

¿ Cuántos más niños comen en la cafeteria que niñas?
How many more boys have cafeteria lunch than girls? _____




54

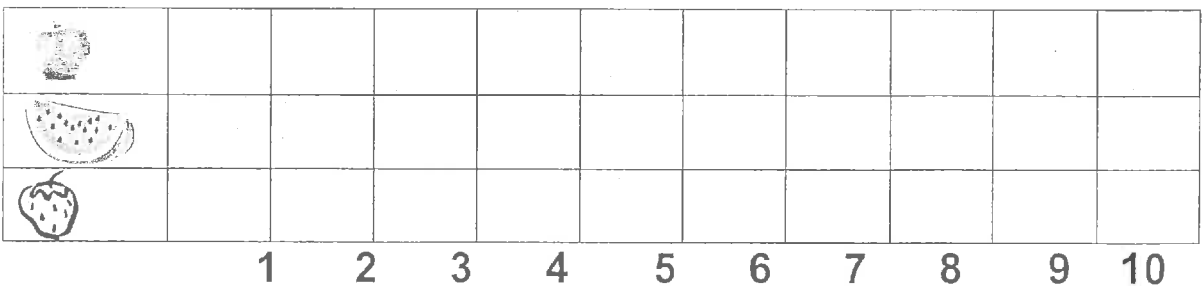
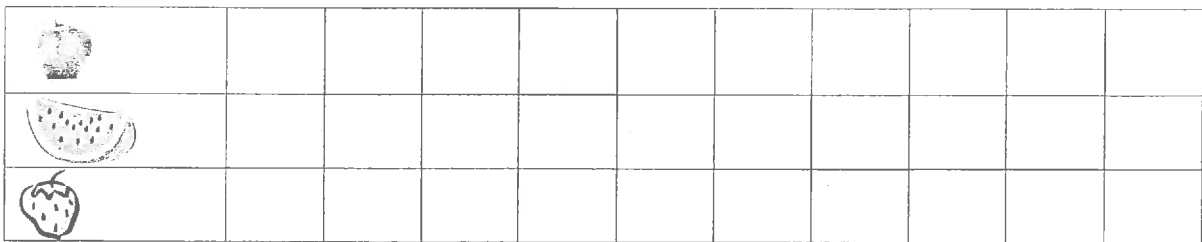
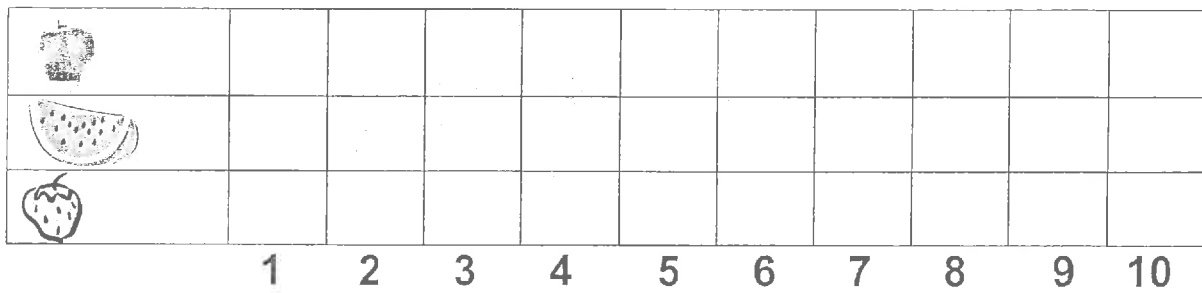
¿ Quien trae más almuerzos de las casa, niños o niñas?
Circula la respuesta.
Do more boys or girls bring lunch from home? Circle your answer.



SD&P 1.2

56 The tally chart shows the favorite fruits of the kids in Mrs. Olagues class. Which bar graph represents the same data as the tally chart?
 La grafica de tachas muestra la fruta favorita de los niños en la clase de la Srta. Olagues. Cual tabla de barra demuestra la misma información que la grafica de tachas?



12, 3 books

VOICE AND VISIONS ASSESSMENT ANALYSIS SHEET AND INSTRUCTIONAL PLAN

for Teacher: Olaguez

Grade/Class: 1 / Math

Date: ROC 1 2 - Jan 2011

CUMULATIVE REVIEW OF PROFICIENT STANDARDS — Write the standards you will address with each of the following			
Spiral in Homework	Spiral in Warm Up	Mini-Lesson	Warm up with Mini-Lesson
<p>N.S. 1.4.</p> <p>- making groups of 10 - but w/ word problem format.</p> <p>ex: #4 on test, piggy bank and #5 cookies</p>	<p>Change current warm-up schedule to:</p> <p>Mon: word problem for finding groups of ten</p>	<p>explicitly teach how to solve a word problem.</p> <p>1. read the word problem</p>	
<p>- Skip counting? N.S. 2.4</p> <p>2, 5, 10 forward, backwards</p>	<p>Tues: word problems for skip counting</p>	<p>2. list information</p> <p>3. define what answer is needed</p>	
<p>- inverse operations - N.S. 2.1</p> <p>answer of —, and +/- inv. to check</p>	<p>Wed: word problems for inverse operations</p>	<p>4. organize the information</p> <p>• equation • illust. • graph</p>	
<p>- word problems! N.S. 2.2</p> <p>#20 - 17 + 2, #13 + 20 money & 20¢ coins</p>	<p>Thurs: word problem for regrouping +/-</p>	<p>* look for "key" words to indicate mathematical operation</p> <p>sum, total, increase, less than, reduced, difference</p>	
<p>- money? N.S. 1.5</p> <p>look at my tests & I thought they'd done ok on this</p>	<p>Fri: Quiz</p>		
<p>SMALL GROUP INSTRUCTION:</p> <p>What standards warrant more time for small-group instruction and review?</p>			
<p>INSTRUCTIONAL PLAN HOW OR WHEN WILL YOU STRUCTURE SMALL GROUP INSTRUCTION</p>			
<p>• word problems - explicit, step-by-step instruction of how to solve</p>	<p>Word problems - explicit, step-by-step instruction of how to solve</p>	<p>Born warrant <u>whole group</u> instruction first!</p>	
<p>• 1/2 of operations - 20¢ & 10¢ coins that check an answer</p>	<p>20¢ & 10¢ coins - 20¢ & 10¢ coins that check an answer</p>	<p>Then, small group with me before they move on to Nancy for small group instruction of regrouping</p>	

Wiley

STANDARDS ANALYSIS	ANALYSIS OF WHY STUDENTS DID NOT LEARN IT	INSTRUCTIONAL PLAN-WHAT TECHNIQUES WILL YOU USE TO ADDRESS THESE STANDARDS
<p><u>WHOLE CLASS INSTRUCTION:</u> What standards warrant more time for whole-class instruction, re-teaching and review?</p> <p>NS 1.4 & MR - bubble gum problem</p> <p>NS 2.4 - skip counting by 5 backwards</p> <p>NS 2.1 - answer of 8.</p> <p>NS 2.1 - $\frac{85}{74}$</p> <p>NS 2.1 - 0, 5</p> <p>NS 1.5 - \$1.00</p>	<p>I have not taught to this rigor - and I had them skip it on the test</p> <p>I did not do enough review and explicit practice of this w/ - a hundreds chart</p> <p>I have not taught to this rigor</p> <p>I did not teach to this rigor, and I had them skip it on the test</p> <p>I have not taught it to this mastery. I always say decenas y unidades</p> <p>I have not taught this explicitly</p>	<p>- word problems need to be added more frequently to my lesson, along with not just addition and subtraction but grouping by 10, 5, 2, <u>etc.</u> Maybe every Fri. to see if they can apply what we are learning.</p> <p>although I did some backwards counting after ROC 1.1 I guess I did not do it enough. Even students that know how to count by 5's did missed this question. In addition for the backwards I let them use the number line's chart. I did not provide the rigor. Add backwards counting by 2's, 5's, and 10's w/ - the aide of a chart to center work</p> <p>many of my students were confused bc it was not a number family and they attempted to answer it as so. This is one I could easily incorporate to my daily calendar routine ex: Today is the 24th $24 + 1 = 25$, $25 + 1 = 26$, $26 + 1 = 27$, $27 + 1 = 28$</p> <p>I always say decenas y unidades, cuantels unidades? I don't say decenas then unidades, but I need to, to make sure they understand it to mastery and not to rote formula will teach explicitly the get especially now that we've</p> <p>INSTRUCTIONAL PLAN—WHEN OR HOW WILL THEY GET TUTORED, SUPPORTED ADDRESSED</p>
<p>Gloria 140i</p> <p>Nigel 32i</p> <p>Allyson 22i</p> <p>Jasé 35i</p> <p>Laura 24i</p> <p>Vu 43i</p> <p>Kiana 32i</p> <p>Donato 54i</p> <p>Ramona</p> <p>Brianna 57i</p>	<p>- word problems (whole class needs this!)</p> <p>- skip counting</p> <p>- answering w/ - being a num. fam.</p> <p>- inverse operation</p> <p>although they did not do well, they are</p>	<p>Nancy has begun working with Gloria, Allyson, Laura, and Kiana for math, but not for the whole class</p> <p>I have her working on what we (whole class) is working on. I guess I need to go back and add a spiral review to their intervention</p> <p>- daily</p>

Kindergarten: Mathematics Power Standards

Number Sense:	
1.1	Compare two or more sets up to 10 objects and identify which set is equal to, more than, or less than the other
1.1*	Count, read and write whole numbers to 100
2.3*	Identify one more than, one less than a given number
2.5*	Show the meaning of addition and subtraction
Algebra and Functions:	
1.1	Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (color, longer, shorter, etc)
1.0*	Write number sentences with operational symbols and expressions to solve problems (+, -, =)
Measurement and Geometry:	
1.4	Identify the time (to the nearest hour) of everyday events
2.2	Compare familiar plane and solid objects (cube, spheres, cone, circle, triangle, square) by common attributes (position, shape, size, roundness, number of corners, etc)
1.1*	Students use direct comparison and nonstandard units to describe the measurement of objects (shorter, longer, taller, lighter, heavier, holds more)
Statistics, Data Analysis and Probability:	
1.2*	Represent and compare data (e.g. largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.
2.1*	Describe, extend and explain ways to get to a next element in simple repeating patterns (rhythmic, numeric, sizes, shapes, color, shape)
Mathematical Reasoning:	
1.1	Determine the approach, materials, and strategies to be used
1.2	Use tools and strategies, such as manipulative or sketches, to model problems
2.1	Explain the reasoning used with concrete objects and/or pictorial representations.

First Grade: Mathematics Power Standards

Number Sense:	
1.2	Compare and order whole numbers to 100 by using the symbols for less than, equal to or greater than ($<$, $>$, $=$)
1.4*	Count and group objects in ones and tens
1.2*	Use words, models and expanded forms to represent numbers up to 100 ($45=4$ tens+5 ones)
2.2*	Find the sum or difference of two whole numbers up to two digits long (including adding 2, 3, or 4 numbers together ex. $3+4+1=$)
2.3	Identify 10 more than, and 10 less than a given number
2.4	Count by 2's, 5's and 10's to 100
2.1*	Understand and use the inverse relationship between addition and subtraction to solve problems and check solutions
1.5	Identify and know the value of coins and show different combinations of coins that equal the same value.
2.1	Knows the addition facts and corresponding subtraction facts and commits them to memory
Measurement and Geometry:	
1.2	Tell time to the nearest half hour and relate time to events (e.g. before/after, shorter/longer)
1.0* (1.1, 1.2, 1.4 to 1/2 hour, 1.5)	Students understand that measurement is accomplished by identifying a unit of measure, iterating that unit and comparing it to the item to be measured
Statistics, data analysis, and Probability:	
1.2	Represent the same data set in more than one way (e.g. bar graph and charts with tallies)
Mathematical Reasoning:	
1.1	Determine the approach, materials, and strategies to be used
1.2	Use tools and strategies, such as manipulative or sketches, to model problems
2.1	Explain the reasoning used with concrete objects and/or pictorial representations.
2.2	Make precise calculations and check the validity of the results in the context of the problem

Second Grade: Mathematics Power Standards

Number Sense:	
1.2	Use words, models, and expanded forms (e.g., $453 = 4 \text{ hundreds} + 5 \text{ tens} + 3 \text{ ones}$) to represent numbers to 1000
1.3	Order and compare whole numbers to 1000 by using the symbols $<$, $>$, $=$
2.2	Find the sum or difference of two whole numbers up to three digits long
3.2	Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division
3.3	Know the multiplication table of 2s, 5s, and 10s (to “times 10”) and commit them to memory
4.1	Recognize, name, and compare unit fractions from $1/12$ to $1/2$
4.2	Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls)
4.3	Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.
5.1	Solve problems using combinations of bills and coins.
Algebra and Functions:	
1.1	Use the commutative and associate rules to simplify mental calculations and to check results
Measurement and Geometry:	
1.3	Measure the length of an object to the nearest inch and/or centimeter
2.1	Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices
2.2	Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle)
Statistics, data analysis, and Probability:	
1.3	Identify features of data sets (range and mode)
Mathematical Reasoning:	
1.1	Determine the approach, materials, and strategies to be used
1.2	Use tools and strategies, such as manipulative or sketches, to model problems
2.1	Defend the reasoning used and justify the procedures selected
2.2	Make precise calculations and check the validity of the results in the context of the problem
3.0	Students note connections between one problem and another

Third Grade: Mathematics Power Standards

Number Sense:	
1.3	Identify the place value for each digit in numbers to 10,000.
1.5	Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$).
2.1	Find the sum or difference of two whole numbers between 0 and 10,000.
2.3	Use the inverse relationship of multiplication and division to compute and check results.
2.4	Solve simple problems involving multiplication of multidigit numbers by one-digit numbers ($3,671 \times 3 = \underline{\quad}$).
3.1	Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., $\frac{1}{2}$ of a pizza is the same amount as $\frac{2}{4}$ of another pizza that is the same size; show that $\frac{3}{8}$ is larger than $\frac{1}{4}$).
3.2	Add and subtract simple fractions (e.g., determine that $\frac{1}{8} + \frac{3}{8}$ is the same as $\frac{1}{2}$).
3.3	Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.
Algebra and Functions:	
1.1	Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.
2.1	Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).
Measurement and Geometry:	
1.2	Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.
1.3	Find the perimeter of a polygon with integer sides.
2.3	Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).
2.4	Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.
2.6	Identify common solid objects that are the components needed to make a more complex solid object.
3.1*	Identify lines that are parallel and perpendicular.
3.2*	Identify line radius and diameter of a circle.
3.3*	Identify congruent figures.
Statistics, Data Analysis, and Probability:	
1.2	Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.
1.3	Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).
Mathematical Reasoning:	
2.1	Use estimation to verify the reasonableness of calculated results.
2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
3.3	Develop generalizations of the results obtained and apply them in other circumstances.

Fourth Grade: Mathematics Power Standards

Number Sense:	
1.1	Read and write whole numbers in the millions.
1.2	Order and compare whole numbers and decimals to two decimal places.
1.3	Round whole numbers through the millions to the nearest ten, hundred, thousand, or hundred thousand.
1.8	Use concepts of negative numbers (e.g., on a number line, in counting, in temperature, in "owing").
1.9	Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.
3.1	Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.
3.2	Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number, use relationships between them to simplify computations and to check results.
3.3	Solve problems involving multiplication of multidigit numbers by two-digit numbers.
3.4	Solve problems involving division of multidigit numbers by one-digit numbers.
4.2	Know that numbers such as 2,3,5,7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime numbers.
Algebra and Functions:	
1.2	Interpret and evaluate mathematical expressions that now use parentheses.
1.3	Use parentheses to indicate which operation to perform first when writing expressions containing more than two terms and different operations.
1.5	Understand that an equation such as $y = 3x + 5$ is a prescription for determining a second number when a first number is given.
2.1	Know and understand that equals added to equals are equals.
2.2	Know and understand that equals multiplied by equals are equal.
Measurement and Geometry:	
2.1	Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation $y=3x$ and connect them by using a straight line).
2.2	Understand that the length of a horizontal line segment equals the difference of the x-coordinates.
2.3	Understand that the length of a vertical line segment equals the difference of the y-coordinates.
Statistics, Data Analysis, and Probability:	
1.3	Interpret one- and two-variable data graphs to answer questions about a situation.
Mathematical Reasoning:	
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
1.2	Determine when and how to break a problem into simpler parts.
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
2.6	Make precise calculations and check the validity of the results from the context of the problem.

Fifth Grade: Mathematics Power Standards

Number Sense:	
1.2	Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.
1.4	Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g., $24 = 2 \times 2 \times 2 \times 3 = 2^3 \times 3$).
2.1	Add, subtract, multiply, and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.
2.2	Demonstrate proficiency with division, including division with positive decimals and long division with multidigit divisors.
2.3	Solve simple problems, including ones arising in concrete situations, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.
Algebra and Functions:	
1.2	Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution.
1.4	Identify and graph ordered pairs in the four quadrants of the coordinate plane.
1.5	Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.
Measurement and Geometry:	
1.1	Derive and use the formula for the area of a triangle and of a parallelogram by comparing it with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by cutting and pasting a right triangle on the parallelogram).
1.3	Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeter[cm ³], cubic meter[m ³], cubic inch[in ³], cubic yard[yd ³]) to compute the volume of rectangular solids.
2.1	Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).
2.2	Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.
Statistics, Data Analysis, and Probability:	
1.4	Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph.
Mathematical Reasoning:	
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
1.2	Determine when and how to break a problem into simpler parts.
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
2.6	Make precise calculations and check the validity of the results from the context of the problem.

Sixth Grade: Mathematics Power Standards

Number Sense:	
1.1	Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.
1.3	Use proportions to solve problems (e.g., determine the value of N if $4/7 = N/21$, find the length of a side of a polygon similar to a known polygon). Use cross-multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse
1.4	Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips.
2.3	Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations.
2.4	Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction).
Algebra and Functions:	
1.1	Write and solve one-step linear equations in one variable.
2.2	Demonstrate an understanding that <i>rate</i> is a measure of one quantity per unit value of another quantity.
Measurement and Geometry:	
1.1	Understand the concept of a constant such as π ; know the formulas for the circumference and area of a circle.
2.2	Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle.
Statistics, Data Analysis, and Probability:	
2.2	Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population.
3.1	Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome.
3.3	Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if P is the probability of an event, $1 - P$ is the probability of an event not occurring.
Mathematical Reasoning:	
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
1.2	Determine when and how to break a problem into simpler parts.
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
2.6	Make precise calculations and check the validity of the results from the context of the problem.

Seventh Grade: Mathematics Power Standards

Number Sense:	
1.2	Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
1.7	Solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.
2.3	Multiply, divide, and simplify rational numbers by using exponent rules.
Algebra and Functions:	
1.3	Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.
4.1	Solve two-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results.
4.2	Solve multistep problems involving rate, average speed, distance, and time or a direct variation.
Measurement and Geometry:	
1.3	Use measures expressed as rates (e.g., speed, density) and measures expressed as products (e.g., person-days) to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer.
3.3	Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement.
Statistics, Data Analysis, and Probability:	
1.3	Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.
Mathematical Reasoning:	
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
1.2	Determine when and how to break a problem into simpler parts.
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.
2.6	Make precise calculations and check the validity of the results from the context of the problem.

Eighth Grade: Mathematics Power Standards

Algebra I:	
2.0	Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.
4.0	Students simplify expressions prior to solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.
5.0	Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
6.0	Students graph a linear equation and compute the x- and y- intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).
7.0	Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations using the point-slope formula.
9.0	Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.
10.0	Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques
12.0	Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
13.0	Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.
14.0	Students solve a quadratic equation by factoring or completing the square.
15.0	Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems
20.0	Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
21.0	Students graph quadratic functions and know that their roots are the x-intercepts.
23.0	Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

Kindergarten Language Arts Power Standards

English	Spanish
<i>Concepts About Print</i>	
1.4 Recognize that sentences in print are made up of separate words	
1.5 Distinguish letters from words	
1.6 Recognize and name all upper and lower case letters of the alphabet	
<i>Phonemic Awareness</i>	
1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j)	1.7 Ejemplos: /m/ /s/, /V/, /p/, /V/
1.8 Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vc, cv, cvc)	1.8 Ejemplos: cv: la; vc: al; cvc: las; vcv: ala
1.9 Blend vowel-consonant sounds orally to make words or syllables	1.9 Mezclan oralmente sonidos que contienen el patrón fonético cv o cve para estructurar sílabas o palabras. Ejemplos: /so /pa/=sopa /bar/ /cos/=barcos
1.10 Identify and produce rhyming words in response to an oral prompt	
1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds	1.11.1 Distinguen oralmente entre palabras bisílabas y trisílabas Ejemplo: o-so, to-ma-te
1.12 Track auditorily each word in a sentence and each syllable in a word	
1.13 Count the number of sounds in syllables and syllables in words	1.13.1 Distinguen la diferente acentuación (y significado) que tiene una misma palabra. (Ejemplo: mamá-mama; papá-papa)
<i>Decoding and Word Recognition</i>	
1.14 Match all consonants and short-vowel sounds to appropriate letters	
1.15 Read simple one-syllable and high frequency words	1.15 Ejemplo: la, yo, el, un
1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principal)	1.16.1 Entienden a su vez que, cuando cambian las letras en una palabra, también cambia el significado. Ejemplos: masculino/femenino, niña-niño; singular/plural, niña-niñas
<i>Comprehension and Analysis of Grade-Level-appropriate Text</i>	
2.2 Use pictures and context to make predictions about story content	
2.4 Retell familiar stories	
2.5 Ask and answer questions about essential elements of a text	
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	
3.3 Identify characters, settings, and important events	
<i>Sentence Structure</i>	
1.1 Recognize and use complete, coherent sentences when speaking	1.2.1 Escriben palabras de tipo cv: la; vc:al; cvcv: casa
<i>Speaking Applications (Genres and their Characteristics)</i>	
2.2 Recite short poems, rhymes, and songs	
NORMATIVAS DEL ESPAÑOL ORAL Y ESCRITO	
1.1 Se estudia que el idioma español es uno de las lenguas más importantes del mundo y, al igual que todos los idiomas, es para comprendemos y llevamos mejor los unos a los otros	

First Grade Language Arts Power Standards

English	Spanish
Phonemic Awareness	
	1.1.1 Identifican el acento en una palabra
	1.1.2 Reconocen el uso del guión largo (–) en un diálogo
1.4 Distinguish initial medial, and final sounds in single-syllable words	1.4 Distinguen los sonidos iniciales, medios y finales en palabras monosílabas (s-a-l, p-a-n, m-a-s), trisílabas (to-ma-te, ca-si-ta) y los diptongos (hue-vo, a-gua)
1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite)	1.5 Distinguen los sonidos de las consonantes y de las vocales en palabras enunciadas de forma oral.
1.6 Read, write, and state a series of rhyming words, including consonant blends	1.6 Crean y establecen series de palabras que riman y que contienen grupos consonánticos y vocálicos. Ejemplos: llueva-cueva
1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an)	
1.8 Blend two to four phonemes into recognizable words (e.g., /c/ /a/ /t/ = cat; /f/ /l/ /a/ /t/ = flat)	
1.9 Segment single syllable words into their components (e.g., /c/ /a/ t/ = cat)	
Decoding and Word Recognition	
1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words	
1.11 Read common, irregular sight words	1.11 Ejemplos: y, que, ven, aquí, huevo, quizás
1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words	1.12 Emplean el conocimiento de los dígrafos vocálicos y de la oposición entre la vibrante simple y la vibrante múltiple (r-r) en la lectura de palabras (pero-perro)
	1.12.1 Leen palabras con consonantes dobles (ejemplos: chivo, llave, carreta, acción)
1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).	1.14 Ejemplos: alfabeto, alfabetizar, alfabetización; casa-casas; teléfono, televisión
1.15 Read common word families (e.g., -ite, -ate).	1.15 Ejemplo: día, tía, mía
Comprehension and Analysis of Grade-Level-Appropriate Text	
2.2 Respond to <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>how</i> questions	
2.4 Use context to resolve ambiguities about word and sentence meanings	
2.7 Retell the central ideas of simple expository or narrative passages	
Narrative Analysis of Grade-Level-Appropriate Text	
3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending	
Writing Applications (Genres and their Characteristics)	
2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience	
2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details	
Grammar	
1.2 Identify and correctly use singular and plural nouns	
1.3 Identify and correctly use contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my mine, his her, hers, your s) in writing and speaking	
	1.4.1 Al hablar y escribir, identifican y emplean correctamente: Las contracciones de los artículos y de los pronombres posesivos (a el=a)
	1.4.2 Al hablar y escribir, identifican y emplean correctamente: La conjugación de los verbos regulares en los tiempos presente, pasado y futuro del modo indicativo
	1.4.3 Al hablar y escribir, identifican y emplean correctamente: El uso del masculino, femenino y neutro
	1.4.4 Al hablar y escribir, identifican y emplean correctamente: El artículo determinado (el,la,los,las), indeterminado (un, una, unos, unas) y neutro (lo)
Punctuation	
1.6 Use knowledge of the basic rules of punctuation and capitalization when writing	1.6 Emplean los signos de interrogación y de exclamación, para enmarcar las oraciones que los necesitan, y reconocen el uso del guión largo en un diálogo. Ejemplo: Ven, amiga – le dice la hormiga.
Spelling	
1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly	
	1.11 Reconocen la sílaba y escriben palabras de dos, tres y cuatro sílabas
	1.12 Emplean el acento (aguda, grave, esdrújula) en palabras sencillas (mamá, lápiz, teléfono)
	1.13 Acomodan palabras en orden alfabético
	1.14 Reconocen y emplean la correcta escritura de las palabras que, a través de sus letras, contienen confusión fonética, siendo las siguientes: b-v; c-s-z-x; c-k-qu; g-j; y-ll; f-ff; m-n
Listening and Speaking	
2.2 Retell stories using basic story grammar and relating the sequence of events by answering <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> , and <i>how</i> questions	
2.3 Relate an important life event or personal experience in a simple sequence	
2.4 Provide descriptions with careful attention to sensory detail	
NORMATIVAS DEL ESPAÑOL ORAL Y ESCRITO	
El idioma español	
1.1 Aprenden que el idioma español es una de las lenguas más ricas e importantes y que lo hablan 450 millones de habitantes en 22 países del mundo. Reconocen el uso del idioma español en sus nombres y apellidos como parte de su herencia cultural. También	

Second Grade Language Arts Power Standards

English	Spanish
Word Analysis, Fluency, and Systematic Vocabulary Development	
1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading	1.1.1 Reconocen y emplean el conocimiento de los patrones silábicos para aplicar las reglas básicas de acentuación de palabras agudas (café, camión), graves (lápiz, árbol) y esdrújulas (pájaro, teléfono).
1.2 Apply knowledge of basic syllabication rules when reading (e.g., v/cv=su/per, vc/cv=sup per)	1.1.1 Reconocen y emplean el uso de la h (humanidad)
1.3 Decode two-syllable nonsense words and regular multi-syllable words	
1.7 Understand and explain common antonyms and synonyms	
1.10 Identify simple multiple-meaning words	
Reading Comprehension	
	2.2.1 Identifican oraciones afirmativas y negativas. (Ejemplos: si, siempre, no, nunca, jamás)
2.3 Use knowledge of the author's purpose(s) to comprehend informational text	
2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what-if, how)	
2.5 Restate facts and details in the text to clarify and organize ideas.	
2.6 Recognize cause-and-effect relationships in a text	
2.7 Interpret information from diagrams, charts, and graphs.	
2.8 Follow two-step written instructions.	
Literacy Response and Analysis	
3.1 Compare and contrast plots, settings, and characters presented by different authors.	
3.3 Compare and contrast different versions of the same stories that reflect different cultures.	
3.4 Identify the use of rhythm, rhyme, and alliteration in poetry	
Grammar (Writing Conventions)	
	1.3.1 Identifican y emplean la forma masculina y femenina.
	1.3.2 Identifican y emplean los artículos.
	1.3.3 Identifican y emplean las conjugaciones de los tiempos presente, pasado, y futuro, del modo indicativo.
	1.3.4 Identifican y emplean los adjetivos calificativos y posesivos.
	1.3.5 Identifican y emplean los pronombres personales y posesivos.
1.4 Use commas in the greeting and closure of a letter and with dates and items in a series	1.4.1 En la elaboración de una carta, emplean dos puntos al final de las expresiones de cortesía dedicatoria al final de las expresiones de cortesía, dedicatoria o saludo (Querido hermano:).
	1.4.2 Emplean adecuadamente los signos de interrogación y los signos de exclamación
1.5 Use quotation marks correctly	1.5.1 Reconocen el guión largo al inicio de un texto dialogado, lo cual indica el cambio de interlocutor (Ejemplo: Amado Nervo dijo:—Yo soy el arquitecto de mi propio destino—)
1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people	1.6.1 Escriben con mayúscula la primera letra de la primera palabra del título de un libro, artículo, película u obra teatral (Ejemplo: La hamaca de la vaca).
1.6* Use commas in date, locations, and addresses and for items in series	1.6* Reconocen y emplean el uso adecuado de la coma que se pone antes y después de incógnitas; antes y después de una explicación; y en las enumeraciones de una serie.
	1.6.1* Reconocen y emplean el guion largo en diálogos y acotaciones.
	1.6.2* Reconocen y emplean el guion corto para la separación de sílabas.
1.7* Capitalize geographical names, holidays, historical periods, and special events correctly	1.7* Escriben con mayúscula los días festivos, períodos históricos y eventos especiales, además de nombres de personas, apellidos, calles, ciudades y países.
	1.9 Emplean la sílaba tónica sobre la cual recae el mayor tono; esto indica que la otra u otras sílabas son átonas (habitó, hábito y habitó)
	1.10 Escriben correctamente las palabras con acento enfático. (ejemplos: qué, cuándo, cuándo).
1.9* Arrange words in alphabetical order	1.11 Reconocen y emplean el acento en palabras agudas, graves y esdrújulas.
	1.12 Acomoda palabras en orden alfabético.
	1.13 Reconocen y emplean la escritura de las palabras que contienen confusión fonética a través de sus letras, como: b-v; c-s-z-x; e-k-qu; g- j; y-ll; r-rr; m-n.
Writing Strategies	
1.1 Group related ideas and maintain a consistent focus	
1.4 Revise original drafts to improve sequence and provide more descriptive detail.	
Writing Applications	
2.1 Write brief narratives based on their experiences: a) move through a logical sequence of events, and b) describe the setting, characters, objects, and events in detail.	
2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	
Listening & Speaking	
1.5 Organize presentations to maintain a clear focus.	
Speaking Applications	
2.1 Recount experiences or present stories: a) move through a logical sequence of events, and b) describe story elements (e.g., character, plot, setting).	
2.2 Report on a topic with facts and details, drawing from several sources of information.	
NORMATIVAS DEL ESPAÑOL ORAL Y ESCRITO	
	El idioma español
	1.0.1 Se aprende que el idioma español es una de las lenguas modernas que proviene del latín, y es la lengua oficial de España y Latinoamérica. El idioma español viajó por primera vez desde Europa hasta la América en el año de 1492 y se extendió por todo

Third Grade Language Arts Power Standards

English	Spanish
Word Analysis, Fluency, and Systematic Vocabulary Development	
1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words	1.1 Conocen y emplean familias de palabras en la lectura. (Ejemplo: casa-casita-caserío-casucha)
	1.1.1 Conocen y emplean diminutivos y aumentativos (Ejemplo: -ito; -ita; -ote; -ota)
	1.1.2 Conocen y emplean las terminaciones para la formación de adjetivos (Ejemplo: -oso; -osa; hermoso, hermosa)
1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meaning of words.	
1.6 Use sentences and word context to find the meaning of unknown words	
1.8 Use knowledge of prefixes (e.g., Un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words	
Reading Comprehension	
2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text	
2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text	
2.4 Recall major points in the text and make and modify predications about forthcoming information	
2.5 Distinguish between main idea and supporting details in expository text	
2.6 Extract appropriate and significant information from the text, including problems and solutions	
2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game)	
Literacy Response and Analysis	
3.3 Determine what characters are like by what they say and by how the author or illustrator portrays them	
3.4 Determine the underlying theme or author's message in fictional and non-fiction text	
WRITING APPLICATIONS	
2.1 Write narratives that a) Provide a context within which an action takes place b) Includes well-chosen detail to develop the plot c) Provide insight into why this incident is memorable	
2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences	
2.3 Write personal and formal letters, thank you notes and invitations that: a) Show awareness of the knowledge and interests of the audience and establish a purpose and context b) Include the date, proper salutation, body, closing, and signature	
Written and Oral English Language Conventions	
1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking	
1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences	
1.5 Punctuate dates, city and state, and titles of books correctly	1.5 Reconocen y emplean el punto: punto y seguido, punto y aparte, y punto final.
1.8 Spell correctly one-syllable words that have blends, contradictions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from y to ies when forming the plural), and common homophones (e.g., hair-hare)	1.8 Escriben palabras polisílabas con grupos consonánticos (brillo), triptongos (buey), hiatos (di-a), palabras compuestas (sacapuntas) y los homófonos más comunes (casa-caza: sumo-zumo)
	1.10 Reconocen y emplean el acento en las palabras agudas, graves y esdrújulas.
	1.11 Reconocen y emplean la correcta escritura de las palabras que, a través de sus letras, contienen confusión fonética, siendo las siguientes: b-v; c-s-z-x; c-k-qu; y-ll; r=rr; m-n
Writing Strategies	
1.1 Create a single paragraph that 1) develops a topic sentence and 2) includes simple supporting facts and details	
1.3 Understand the structure and organization of various references materials (e.g., dictionary, thesaurus, atlas, encyclopedia)	
1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric	
Listening AND Speaking Strategies	
1.1 Retell, paraphrase, and explain what has been said by a speaker	
1.5 Organize ideas chronologically or around major points of information	
1.8 Clarify and enhance oral presentations through use of appropriate props (e.g., objects, pictures, charts)	
NORMATIVAS DEL ESPAÑOL ORAL Y ESCRITO	
<i>El idioma español</i>	
1.0.1 Se estudia el uso e impacto social, cultural y económico del español en nuestras comunidades incluyendo la topografía, nombre de calles, ciudades, lugares geográficos. Se reconocen las ventajas de hablar y escribir más de un lenguaje.	

Fourth Grade Language Arts Power Standards

English	Spanish
WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	
1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases	
1.3 Use knowledge of root words to determine the meaning of unknown words within a passage	
1.6 Distinguish and interpret multiple meaning words	
READING COMPREHENSION	
2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues	
2.4 Evaluate new information and hypothesis by testing them against known information and ideas	
2.5 Compare and contrast information on the same topic after reading several passages or articles	
2.6 Distinguish between cause and effect and between fact and opinion in expository text	
2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games)	
LITERARY RESPONSE AND ANALYSIS	
3.2 Identify the main events of the plot, their cause, and the influence of each event on future actions	
3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales)	
3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works	
WRITING APPLICATIONS	
2.1 Write narrative (on incidents) that: a) Relate ideas, observations, and/or memories of an event or experience b) Provide a context to enable the reader to imagine the world of the event or experience c) Use concrete sensory details d) Provide insight into why this incident is memorable	
2.2 Write response to literature that a) Demonstrates an understanding of the literary work b) Support judgments through references both to the text and to prior knowledge	
2.3 Write information reports that: a) Frame a key question about an issue or situation b) Include facts and details for focus c) Draw from more than one source of information (e.g., speakers, books, newspapers, media sources)	
2.4 Write summaries that contain the main idea of the reading selection and the most significant details	
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS	
1.1 Use simple and compound sentences in writing and speaking	
1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking	1.3.1 Identifican y emplean correctamente el copretérito (-ar: amaba, -er: ponía, -ir: paría), y el pospretérito o condicional, (-ar: amaría, -er: pondría, -ir: pariría).
	1.3.2 Identifican y emplean conjunciones copulativas (y, e, ni, que); disyuntivas (o, y, u); adversativa (pero, aunque, mas, sino, sin embargo); causales (pues, porque, como, puesto que).
1.4 Use parentheses, commas in direct quotations, apostrophes in possessive case of nouns and in contractions	1.4.1 Reconocen y aplican el uso de: el punto y aparte, el punto y seguido, y el el punto final
	1.4.2 Emplean el uso apropiado de la diéresis como indicadora que la u se pronuncia (bilingüe)
1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate	1.6 Escriben con mayúscula la primera letra de las palabras que componen el nombre de una revista, periódico, obras de arte, composiciones musicales, organizaciones; y también, al inicio de la primera palabra de una cita textual
1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions	
WRITING STRATEGIES	
1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements	
1.2 Create a multiple-paragraph composition that 1) provide an introductory paragraph 2) establish and support a central idea with a topic sentence at or near the beginning of the first paragraph 3) include supporting paragraphs with simple facts, details, and explanations 4) conclude with a paragraph that summarizes the points 5) use correct indentation	
1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering questions)	
1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials	
1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text	
Listening AND Speaking Strategies	
1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of key ideas and evidence	
1.8 Use details, examples, anecdotes, or experiences to explain or clarify information	
1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning	
2.2 Make informational presentations that: a) Frame a key question b) Contain facts and details that help listeners to focus c) Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports)	
NORMATIVAS DEL ESPAÑOL ORAL Y ESCRITO	
<i>El idioma español</i>	
1.0.1 Se estudia la influencia de las lenguas autoctonas en el idioma español (Nahuatl: aguacate, nopal, guajolote, chocolate). Se estudia El Tratado de Guadalupe Hidalgo que afirma derechos civiles prometidos a los descendientes mexicanos y el que sus tradiciones culturales serán respetadas en California	

Fifth Grade Language Arts Power Standards

English	Spanish
WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	
1.3 Understand and explain frequently used synonyms, antonyms and homographs	
1.4 Know abstract, derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words (e.g., controversial)	
1.5 Understand and explain the figurative and metaphorical use of words in context	
READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)	
2.2 Analyze text that is organized in sequential or chronological order	
2.3 Discern main idea and concepts presented in texts, identifying and assessing evidence that supports those ideas	
2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge	
2.5 Distinguish facts, supported inferences, and opinion in text	
LITERARY RESPONSE AND ANALYSIS (Focus on historically or culturally significant works of literature)	
3.2 Identify the main problem or conflict of the plot and how it is resolved	
3.3 Contrast the actions, motives (loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrast to the plot or theme	
3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works	
3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism)	
3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence reader's perspectives	
WRITING APPLICATIONS	
2.1 Write narratives that: a) Establish plot, point of view, setting, and/or conflict b) Show rather than tell the events of the story	
2.2 Write responses to literature that: a) Demonstrate an understanding of a literary work b) Support judgments through references to the text and to prior knowledge c) Develop judgments through references to the text and to prior knowledge d) Develop interpretations that exhibit careful reading and understanding	
2.3 Write research reports about key ideas, issues, or events that: a) Frame questions that direct the investigation b) Establish a controlling idea/topic c) Develop the topic with simple facts, details, examples and explanations	
2.4 Write persuasive letters or compositions that: a) State clear position in support of proposal b) Support position with relevant evidence c) Follow simple organizational pattern d) Address reader concerns	
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS	
1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas	1.1.1 Identifican y emplean correctamente oraciones de diversos tipos: declarativas, (Ana vendrá); (Ana, ven) imperativa; (¿Viene Ana?) interrogativa; (¡ya llegó Ana!) exclamativa
1.2 Identify and correctly use verbs that are often misused (e.g., lie lay, sit sat, rise/raise), modifiers, and pronouns	1.2 Identifican y emplean los verbos que terminan con -zar, -car y -gar, los cuales, al conjugarse y cambiar la a por la e, cambian: la a por e (analizar - analice); la e por qu (educar - eduque); y la g por gu (pagar - pague)
1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of speaker and titles of poems, songs, short stories, and so forth	1.2.1 Identifican y emplean correctamente los adjetivos gentilicios (estadounidense, oaxaqueño, jamaquino) 1.3 Emplean los dos puntos y seguido para separar las horas de los minutos y para indicar una enumeración. Usan las comillas en una expresión que se desea destacar y la emplean en: cuentos, poemas, apodos, títulos de libros, citas textuales y frases célebres.
1.4 Use correct capitalization	1.3.1 Se emplea la coma: 1) Para suplir un verbo fácil de suponer. (El maestro enseña al alumno; el padre, a su hijo) 2) Antes y después de invocaciones. (Mi propósito como madre, hija mía, es que me superes)
1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly	1.3.2 Emplean el punto y coma: antes de conjunciones adversativas pero, mas, aunque, sin embargo, cuando la oración es larga
	1.7 Escriben correctamente las palabras enclíticas (verbo + pronombre o artículo o ambos) Ejemplos: cántamela, lávemelo, consiguemela
WRITING STRATEGIES	
1.2 Create multiple-paragraph expository compositions that 1) establish a topic, important ideas, or events in sequence or chronological order 2) provide details and transitional expressions that link one paragraph to another in a clear line of thought 3) offer a concluding paragraph that summarizes important ideas and details	
1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences	
Listening AND Speaking Strategies	
1.7 Identify, analyze, and critique the persuasive techniques (e.g., promises, dares and flattery, glittering generalities), and identify any logical fallacies used in oral presentations and media messages	
2.2 Deliver informative presentations about a key idea, issue, or event that: a) Frame questions to direct the investigation b) Establish a controlling idea/topic c) Develop the topic with simple facts, details, and examples and explanations	
NORMATIVAS DEL ESPAÑOL ORAL Y ESCRITO	
El idioma español	
1.0.1 Se estudia y reconoce el impacto social, cultural y económico del español en los Estados Unidos (nombres de ciudades, lugares geográficos, apellidos). Se estudian las palabras que han pasado del español al inglés (chaparral, mosquito, patio)	

Sixth Grade Language Arts Power Standards

English	Spanish
WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	
1.2 Identify and interpret figurative language and words with multiple meanings	
1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning	
1.5 Understand and explain "shades of meaning" in related words (e.g., softly and quietly)	
READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)	
2.3 Connect and clarify main ideas by identifying their relationship to other sources and related topics	
2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership)	
2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions	
2.7 Make reasonable assertions about a text through accurate, supporting citations	
2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text	
LITERARY RESPONSE AND ANALYSIS (Focus on historically or culturally significant works of literature)	
3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict	
3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme	
3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts	
WRITING APPLICATIONS	
2.1 Write narratives that: a) Establish and develop plot and setting, and choose a point of view that is appropriate to the stories b) Include sensory detail and concrete language to develop plot and character c) Use a range of narrative strategies (e.g., dialogue, suspense)	
2.2 Write expository compositions (e.g., contrast, and/or problem solution) that: a) State the thesis or purpose b) Explain the situation c) Follow an organizational pattern appropriate to the type of composition (e.g., if problem solution, then paired) d) Offer persuasive evidence to validate arguments and conclusions as needed	
2.3 Write research reports that: a) Pose relevant questions narrow enough to be thoroughly covered b) Support the main ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, on-line information searches) c) Use a bibliography	
2.4 Write response to literature that: a) Develop an interpretation which exhibits careful reading, a understanding and insight b) Organize the interpretation around several clear ideas, premises, or images c) Develop and justify the interpretation through sustained use of examples and textual evidence	
2.5 Write persuasive compositions that: a) State a clear position in support of a proposition or proposal b) Support the position with organized and relevant evidence c) Anticipate and address reader concerns and counter arguments	
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS	
1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts	
1.2 Identify and properly use indefinite pronouns and present, perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects	1.2.1 Identificar y emplear correctamente los verbos en el subjuntivo y pluscuamperfecto (hubiera - hubiese)
1.3 Use colons after the salutation in business letters, semi-colons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences	1.3.1 Los estudiantes usan y reconocen que el paréntesis se utiliza para intercalar una idea separada dentro de una oración, lo cual indica que es una nota aclaratoria, explicativa o de información complementaria. Si se suprime, no alterará el sentido básico de lo escrito. Cuando no se usa para fechas, títulos y capítulos y versículos, el paréntesis se puede cambiar por el guión largo.
	1.3.2 Los estudiantes reconocen y emplean la subraya para enfatizar una parte específica de un texto, tal como: indicar el título de un libro o destacar algo importante en manuales instructivos, oficios, cartas y otros medios de comunicación.
	1.3.3 Dentro de un escrito, los estudiantes reconocen y emplean el asterisco (*) como llanada de mención y con ello indicar, al pie de página, una explicación o comentario.
	1.4 Emplean la letra mayúscula en los nombres de fiesta y eventos regionales, nacionales e internacionales, así como también para indicar tiempos históricos (La Prehispánica, Época Medieval).
	1.4.1 Aprenden que cuando en un texto se usan mayúsculas, éstas se acentuarán cuando correspondan.
1.5 Spell frequently misspelled words correctly (e.g., their, they're, there)	1.5 Se estudia la etimología y morfología de palabras.
	1.6 Se reconoce y emplea el uso de los acentos en los gentilicios (los cuales siempre se escriben con minúsculas: (América - americana, Canadá - canadiense, El Salvador - salvadoreño).
WRITING STRATEGIES	
1.2 Create multiple-paragraph expository compositions that 1) engage the interest of the reader and state a clear purpose to develop the topic with supportive details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader 2) conclude with a detailed summary linked to the purpose of composition	
1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information	
1.6 Revise writing to improve organization and consistency of ideas within and between paragraphs	
Listening AND Speaking Strategies	
1.9 Identify persuasive and propaganda techniques used in television, and identify false and misleading information	
2.4 Deliver persuasive presentation that a) Provide a clear statement of the position b) Include relevant evidence c) offer logical sequence (information) d) Engage the listener and foster acceptance of the proposition or proposal	
2.5 Deliver presentation on problem and solutions that: a) Overview on the causes and effects of each problem and establish connections between the defined problem and at least one solution b) Offer persuasive evidence to validate the definition of the problem and the proposed solutions	
NORMATIVAS DEL ESPAÑOL ORAL Y ESCRITO	
<i>El idioma español</i>	
Se estudia la influencia y la convivencia del español con otros lenguajes del mundo. Se reconoce la influencia del árabe en el desarrollo del idioma español. Se reconoce también la importancia social, cultural, y económica al hablar y escribir más de un lenguaje.	

Seventh Grade Language Arts Power Standards

English	Spanish
WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	
1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry	
1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary	
1.3 Clarify word meanings through the use of definition, example, restatement, or contrast	
READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)	
2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs)	
2.2 Locate information by using a variety of consumer, workplace, and public documents	
2.3 Analyze text that uses cause-and-effect organizations pattern	
2.4 Identify and trace the development of an author's argument, point of view, or perspective in text	
2.5 Understand and explain the use of a simple mechanical device by following technical directions	
2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping	
LITERARY RESPONSE AND ANALYSIS (Focus on historically or culturally significant works of literature)	
3.2 Identify events that advance the plot, and determine how each event explains past or present action(s) or foreshadows future action(s)	
3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters	
3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness)	
3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work	
3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those response	
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS	
1.3 Identify all parts of speech and types and structures of sentences	
1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clause) and appropriate English usage (e.g., pronoun reference)	
1.7 Spell derivatives correctly by applying the spelling of bases and affixes	
WRITING STRATEGIES	
1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas	
1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples	
1.3 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts	
1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research	
1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary	
NORMATIVAS DEL ESPAÑOL ORAL Y ESCRITO	
<i>El idioma español</i>	

Eighth Grade Language Arts Power Standards

English	Spanish
WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT	
1.3 Use word meanings within appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast	
READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS)	
2.2 Analyze text that uses proposition and support patterns	
2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning	
2.5 Understand and explain the use of a complex mechanical device by following technical directions	
2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem	
2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text	
LITERARY RESPONSE AND ANALYSIS (Focus on historically or culturally significant works of literature)	
3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved	
3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts	
3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text	
3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work	
3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author (Biographical Approach)	
WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS	
1.3 Use subordinate, coordination, apposition, and other devices to indicate clearly the relationship between ideas	
1.4 Edit written manuscripts to ensure that correct grammar is used	
1.5 Use correct punctuation and capitalization	
1.6 Use correct spelling conventions	
WRITING STRATEGIES	
1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion	
1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques	
1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices	
1.6 Revise writing for word choice; appropriate organization; consistent point of view, and transitions between paragraphs, passages, and idea	
	NORMATIVAS DEL ESPAÑOL ORAL Y ESCRITO
	<i>El idioma español</i>

School: Voices College Bound Language Academy
Grade: THIRD GRADE

2011-2012 Instructional Sequence

[illegible]

BY LAWS OF VOICES COLLEGE-BOUND LANGUAGE ACADEMY
(A California Non-Profit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is **Voices College-Bound Language Academy**.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at ~~148 Piazza Way~~, San Jose, CA ~~95127~~. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the Voices College-Bound Language Academy, a California public charter school (the "School").

The corporation shall not carry on any other activities not permitted to be carried on by:

(a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No part of the activities of the corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise warrants, the general provisions, rule of construction, and definitions in the California Non-Profit Public Benefit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, charter school, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI NO VOTING MEMBERS

This corporation shall have no voting members within the meaning of the California Non-Profit Public Benefit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate but shall not have rights or powers that would cause the corporation to be deemed a "membership corporation" under Section 5056 of the California Corporations Code.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of this corporation's articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board").

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws.
- b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any corporate meetings.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and

delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal and alter the form of the seal.

e. Adopt, implement and interpret policy

f. Oversee the implementation of the Charter components

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than seven (7). The purpose of the Board is to assume responsibility for the governance of the Voices College-Bound Language Academy. The Founding Board is authorized to assess, reconfigure, and expand as necessary into the Board of Directors. With the exception of the initial directors, which have been named by the Incorporator, upon commencement of school operations the board of Directors shall also include:

a. The School Principal (voting), hired by the Board of Directors, who shall also act as the Chief Executive Officer of the corporation. The School Principal of Voices College-Bound Language Academy shall automatically be deemed to have resigned from and removed from the board at any time her employment with Voices College-Bound Language Academy is terminated.

b. At least three (3) disinterested members from the community (the "Community Directors") (voting), whereas an "interested person" is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as a director; and (b) any brother, sister, ancestor, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. Said Directors will be initially seated by the Voices College-Bound Language Academy Founding Board, and will subsequently be elected by the Board of Directors at the annual Board of Directors meeting by the board of Directors then in office.

c. No more than two (2) parents (the "Parent Director") (voting), of actively enrolled Kindergarten through eighth grade students of Voices College-Bound Language Academy. Each person who is elected as a director by virtue of being a parent of one or more children attending Voices College-Bound Language Academy shall automatically be deemed to have resigned from and removed from the board at any time at which their children no longer attend Voices College-Bound Language Academy. Said Director will be elected by the majority vote of all parents of enrolled Voices College-Bound Language Academy students. Each family will have one vote. In the event that parent representative fails to be elected to the Board of Directors, in any year, on or before April 15 of such year, then the Board of Directors may appoint an additional director to fill that seat for that year.

d. One (1) teacher or staff member (the "Staff Director") employed by Voices College-Bound Language Academy. Each person who is elected as a director by virtue of being a teacher or staff member employed by Voices College-Bound Language Academy shall automatically be deemed to have resigned from and removed from the Board at any time hr or his employment with Voices college-Bound Language Academy is terminated. Said Directors will be elected by the majority vote of all staff employed by Voices College-Bound Language Academy who participate in the voting process, and will

be by written ballot. In the event that teachers or staff Director fails to be elected to the Board of Directors, in any year, on or before April 15 of such year, then the Board of Directors may appoint an additional director to fill that seat for that year.

e. One (1) student (the "Student Director")(non-voting) may be appointed by a vote of the fourth through eighth grade student body. This director must be an eight grade student actively enrolled at Voices College-Bound Language Academy. In the event that a student body representative fails to be elected to the Board of directors, in any one year, on or before April 15 of such year, then the Board of Directors may appoint an additional director to fill that seat for that year.

f. At his or her option, the Franklin-McKinley School District Superintendent shall appoint one (1) Director ("District Director")(voting). In the event that the Superintendent fails to appoint the District Director, in any year, on or before April 15 of such year, then the Board of Directors may appoint an additional director to fill that seat for that year.

Excluding the School Principal, who shall hold office indefinitely while employed by the corporation as School Principal and the District Director who shall serve at the Superintendents pleasure, each Community Director shall hold office for two (2) years, and each Staff, Parent and Student Director shall hold office for one (1) year, unless removed per Section 6 of these bylaws, and until a successor director has been designated and qualified. All terms shall commence on July 1 and shall expire on June 30 of the year marking the end of the term of office.

Section 4. LIMIT ON CONSECUTIVE TERMS. No Director shall serve more than three (3) consecutive terms.

Section 5. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be "interested persons." An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 6. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; (d) disenrollment from the charter school of a student or students of a parent serving on the Board of Directors; (e) termination of employment with the charter school; or (f) the declaration of the Board of Directors of a vacancy in the office of a director due to removal for lack of responsible or active participation, for lack of commitment to the school's mission, vision and values, or for lack of readiness to participate as an active learner in the school community. Such vacancies shall be filled pursuant to Section 11 below.

Removal of a Governing Board Director requires a simple majority vote by voting seated Governing Board Directors. All voting processes shall comply with the Brown Act and Robert's rules of

Order.

Section 7. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the President or the Secretary of the corporation. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 8. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 9. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (1) the unanimous consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code section 5211, or (3) a sole remaining director.

Section 10. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any director's being removed before his or her term of office expires.

Section 11. PLACE OF BOARD OF DIRECTORS MEETINGS. Regular meetings shall be held at the principal office of the corporation; provided, however, that the Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 12. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

- a. Each member participating in the meeting can communicate concurrently with all other members.
- b. Each member is provided the means of participating in all matters before the board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.
- c. The Board of Directors has adopted and implemented a means of verifying both of the following:
 - (1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.
 - (2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

d. The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 13. ANNUAL AND REGULAR MEETINGS. Each year there shall be no less than ten (10) regular meetings of the Board of Directors. Regular meetings of the Board of Directors shall be held on the third Wednesday of each month at a time and place determined by the Board, unless the third Wednesday of the month should fall on a legal holiday in which event the regular meeting shall be held at the same hour and place on the next business day following the legal holiday. However, the Board may modify the time and date of such regular meetings from time to time or as it sees fit, provided that such changes are otherwise in keeping with these Bylaws and other applicable laws and regulations. The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Agendas must be posted seventy-two (72) hours prior to the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the President, Vice-President, Secretary or any three Directors.

Section 15. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records.

Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to Voices College-Bound Language Academy.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office, and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 16. QUORUM. A majority of the authorized number of directors shall constitute a quorum for the transaction of any business except adjournment. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the board, subject to the more stringent provisions of the California Non-Profit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to

committees of the board, and (d) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

A time shall be set aside at each meeting of the Board of Directors for individuals to speak briefly regarding the agenda items. The Chair of the meeting may set a time limit for each speaker, as well as a cumulative time limit for all speakers. The Chair may waive or extend the time limit for any speaker(s) or any agenda items without prejudice to enforcing the time limits for any other speaker(s) or agenda items.

Section 17. CONDUCT OF MEETINGS. Meetings of the Board of Directors shall be presided over by the President of the Board, or, if no such person has been so designated or in his or her absence, the Vice-President of the corporation or in his or her absence, by the Secretary or Treasurer, or in the absence of these persons, by an acting Chairperson by the Directors present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting.

Section 18. ACTION BY THE BOARD OF DIRECTORS. No action shall be taken (as defined in Section 54952.6 of the Brown Act) by the Board of Directors in violation of the Brown Act or other applicable laws and regulations, including but not limited to the right of the public to public notice of meetings (as defined in section 54952.2 of the Brown Act), and attendance at Board meetings other than those sessions which are closed in accordance with the Brown Act and other applicable laws.

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. Adjournment shall comply with the Brown Act.

Section 20. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers. Directors may receive compensation for reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 21. ADVISORY COMMITTEE. The corporation may create such committees as may from time to time designate by resolution of the Board of Directors. Such other committees may consist of persons who are not also Directors of the Board. These additional committees shall act in an advisory capacity only to the Board and shall be clearly titled as "advisory" committees. Such committees shall operate in accordance with the applicable provisions of the Brown Act.

Section 22. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable (individually or collectively) for the debts, liabilities, or other obligations of this corporation, except, and only to the extent to which, such liability is proven to be the direct result of specific misconduct, criminal or not, by said Director.

ARTICLE VIII

OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Treasurer. The corporation, at the board's direction, may also designate from time to time, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article VIII, Section 8 of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasure may serve concurrently as the President or Chairperson of the Board.

Section 3. PRESIDENT. The president shall have the powers and duties of the president of the corporation set forth in these bylaws. Subject to the control of the board the president shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. Unless another person is specifically appointed as Chairperson of the Board of Directors, the president shall preside at all board of directors meetings. The president shall have such other powers and duties as the board of directors or the bylaws may require.

Section 4. VICE-PRESIDENTS. If the president is absent or disabled, the vice-presidents, if any, in order of their rank as fixed by the board, or, if not ranked, a vice-president designated by the board, shall perform all duties of the president. When so acting, a vice-president shall have all powers of and be subject to all restrictions on the president. The vice-presidents shall have such other powers and perform such other duties as the board of directors or the bylaws may require.

Section 5. SECRETARY. The secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the board of directors may direct, a book of minutes of all meetings, proceedings, and actions of the board, and of committees of the board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of persons present at board of directors and committee meetings.

The secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and by laws, as amended to date.

The secretary shall give, or cause to be given, notice of all meetings of members, of the board, and of committees of the board of directors that these bylaws require to be given. The secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the board of directors or bylaws may require.

Section 6. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasure shall work with the Principal and send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the board of directors may designate; (ii) disburse the corporation's funds as the board of directors may order; (iii) render to the president and the board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the board, contract, job specification, or the bylaws may require.

In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of directors.

Section 7. ELECTION OF OFFICERS. The officers of this corporation, except any appointed under Article VIII, Section 8 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the board, subject to the rights of any officer under any employment contract.

Section 8. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint or authorize the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority hold office for the specified period, and perform the duties specified in the bylaws or established by the board.

Section 9. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with cause, in accordance with the charter petition, and with Article VII Section 6 of these Bylaws. All voting processes shall comply with Robert's Rules of Order and the Brown Act.

Section 10. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 11. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 12. DUTIES OF THE PRINCIPAL. The School Principal shall be the Chief Executive Officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the School and the activities of the employees of the School. The School Principal shall perform all duties incident to the office and such other duties as may be required by law, by the Articles of Incorporation, by these Bylaws, by the School's Charter, or which may be prescribed from time to time by the Board of Directors.

- a) The School Principal shall carry out the policies of the School and the decisions of the Board of Directors.

- b) He or she shall be expected to anticipate the developing needs of the School and the community, both short- and long-term, and to interpret those needs and changes for the Board.
- c) He or she shall be responsible for keeping the Board well informed on all matters pertaining to the School at all times.
- d) The School Principal shall be an ex-officio member of all committees related to the School.
- e) At each regular meeting of the Board of Directors, the School Principal shall make a report of the School, and shall present an annual report of the School's activities at the annual meeting of the Board of Directors.
- f) The School Principal shall be responsible for coordinating the screening, interviewing and hiring of the full-time teaching faculty, part-time teachers, and all other School staff, setting salaries within the minimum and maximum limits established by the Board of Directors, and shall conduct or cause to be conducted annual reviews of all personnel.
- g) The School Principal shall be responsible for all required reporting to the Franklin-McKinley School District and the State of California Department of Education. Except as otherwise expressly provided by law, by the Articles of Incorporation, by these Bylaws, or by the School's Charter, the School Principal shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors.
- h) The School Principal shall carry out the duties of the position consistent with the mission and vision of the School, and shall lead by example in implementing the various principles enunciated in the Bylaws and the Charter.

ARTICLE IX CONFLICT OF INTEREST POLICY

Section 1. PURPOSE. The purpose of the conflicts of interest policy is to protect the corporation's interest whenever it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 2. DEFINITION.

(a) Interested Person. Any director, principal officer, or member of a committee with Board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family as defined in Section 3b --

- 1) an ownership or investment interest in any entity with which the corporation has a transaction or arrangement, or
- 2) a compensation arrangement with the corporation or with any entity or individual with which the corporation has a transaction or arrangement, or

- 3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 3. PROCEDURES.

(a) Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors' meeting while the financial interest is discussed and voted upon. The remaining Board of Directors shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest.

- (1) An interested person may make a presentation at the Board of Directors, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
- (2) The President of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- (3) After exercising due diligence, the Board of Directors shall determine whether the corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
- (4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) Violations of the Conflicts of Interest Policy.

- (1) If the Board of Directors has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the

member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

- (2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action, up to and including removal.

Section 4. RECORDS OF PROCEEDINGS. The minutes of the Board of Directors and all committees with Board-delegated powers shall contain --

(a) Names of Persons with Financial Interest. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' decision as to whether a conflict of interest in fact existed.

(b) Names of Persons Present. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 5. ANNUAL STATEMENTS. Each Director, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person --

(a) Receipt. Has received a copy of the conflicts of interest policy.

(b) Read and Understands. Has read and understands the policy.

(c) Agrees to Comply. Has agreed to comply with the policy.

(d) Tax Exemption. Understands that the corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 6. PERIODIC REVIEWS. To ensure that the corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the corporation may conduct periodic reviews.

ARTICLE X INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section

5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in these bylaws, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238(b) or section 5238(c), the Board of Directors shall promptly decide under Corporations Code section 5238(e) whether the applicable standard of conduct set forth in Corporations Code section 5238(b) or section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XI INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XII MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its board and committees of the board; and
- (c) Such reports and records as required by law.

ARTICLE XIII INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind and physical properties as permitted by California and federal law. The inspection shall be made in person. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Board of Directors at all reasonable times.

ARTICLE XIV REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the Board of Directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- (a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An annual audit prepared by a CPA.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and furnish to each director a statement of any transaction or indemnification of the following kind:

(a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:

- (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
- (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary.

The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XV CLOSURE PROCEDURES

Section 1. In the event that Voices College-Bound Language Academy closes, the Board of Directors will attend to enumerating and disposing of the assets and liabilities as directed by the Bylaws, and the Treasurer shall ensure that a final audit of the school's assets and liabilities be performed. The Board of Directors shall also comply with all closure procedures as used in Education Code sections 47605(b)(5)(P), 47605.6(b)(5)(Q) and 11962.1.

ARTICLE XVI AMENDMENT OF BYLAWS

The Board of Directors may adopt, amend, or repeal bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these bylaws will require a majority vote of the existing number of directors.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of the **Voices College-Bound Language Academy**, a California non-profit public benefit corporation; that these bylaws, consisting of fifteen (15) pages, are the bylaws of this corporation as adopted by the Board of Directors on February 12, 2007; and that these bylaws have not been amended or modified since that date.

Executed on 3/21/07 at San Jose, California.

 Secretary

State of California
Secretary of State



I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

BRUCE McPHERSON
Secretary of State

ARTICLES OF INCORPORATION

JAN 5 2006

I

The name of this corporation is Voices College-Bound Language Academy

II

A. This corporation is a nonprofit **PUBLIC BENEFIT CORPORATION** and is a not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for **public** purposes.

B. The specific purpose of this corporation is to run a public charter school.

III

The name and address in the State of California of this corporation's initial agent for service of process is:

France Teso
148 Piazza Way
San Jose, California 95127

IV

A. This corporation is organized and operated exclusively for **charitable** purposes within the meaning of Section 501(c)(3), Internal Revenue Code.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

V

The property of this corporation is irrevocably dedicated to **charitable** purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remain after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for **charitable** purposes and which has established its tax exempt status under Section 501(c)(3), Internal Revenue Code.

France Teso
Frances Teso, Incorporator

Voices College-Bound Language Academy 2010-2011 Board Bios

Frances Teso President	Mrs. Teso holds a Bachelor of Science in Child Development and a Masters of Elementary Education from San Jose State University. Her graduate work focused on studying the effects of language, culture and society on schooling. In particular her research examined a new transformational model for staff development. Mrs. Teso is a National Board Certified Teacher committed to serving children in urban school settings. In 2005 she was accepted into the prestigious New Leaders for New School principal training program. She has worked as a principal coach, elementary school administrator, instructional facilitator and Dual Immersion teacher. Mrs. Teso has been married for 18 years to her wonderfully supportive husband Greg and has three teenage sons.
Alice Miller Treasurer	Ms. Miller is a co-founder of California's first charter school, the San Carlos Learning Center, and a founder of two charter high schools. Ms. Miller worked for the California Network of Educational Charters from 1996-2003, and most recently was CAENC's Bay Area Region Coordinator. She was also the Administrator and CFO for Aurora High School. Currently Ms. Miller is the director of Knowledge Management for the California Charter School Association. She is married to her high school sweetheart, is the proud mother of three sons and bakes a mean apple pie.
Yvonne McGuire Secretary	Mrs. McGuire has two children attending Voices College-Bound Academy. She holds a Bachelor of Arts degree in Sociology from San Jose State University. She has held various administrative positions in the following industries: commercial security, integrated marketing communications and financial services. Previous to joining the governing board, she was a member of the school site councils at Andrew Hill High School and Sylvandale Middle School. Serving on those councils, as well as assisting her two older children through the maze of high school and the college application process, increased her interest in education. Her experiences have made her more committed to ensuring today's children have the opportunity to receive an equal and excellent education. Yvonne loves to read and cook and looks forward to increasing her travel and learning photography.
Cathy Holley Vice President	Ms. Holley, lifetime resident of San Jose, earned her undergraduate degree at the University of California Santa Barbara culminating with a Speech and Language Pathologist graduate degree and education credential from San Francisco

	<p>state University. Cathy's public elementary career spanning twenty years started as a speech and language therapist and has evolved to specializing in early literacy acquisition. She has led seminars for elementary teachers focusing on oral language development within the mainstream classroom. Cathy was wholeheartedly involved in the development of Sherman Oaks Community Charter School, a Spanish/English dual immersion school in the Campbell Union School District and the first elementary charter school in Santa Clara County. Cathy plays guitar in her church's folk group, leads a monthly book club, and enjoys life's adventures with her partner Peggy and 19 year old son, Chris.</p>
Tina Ybarra Assistant Secretary	<p>Ms. Ybarra has been a teacher in the Franklin McKinley School District for 15 years. She received a B.A. from Santa Clara University and a BCLAD teacher credential from San Jose State. After beginning teaching, she furthered her education by attaining an M.A. in Elementary Education along with a Reading Specialist Credential. After five years in the classroom, she attained an Educational Administration Credential. For the last 15 years she has taken many leadership roles on various school and district committees. Five years ago she and a group of four other teachers, along with a group of parents, started a small autonomous school with the FMSD that continues to be very successful. Ms. Ybarra also has a daughter in third grade at Voices.</p>
Ruby Rodrigues	<p>Ruby Rodrigues received a B.A in liberal studies with a concentration in the Spanish Language and Latin American cultures, as well as, a BCLAD teaching credential from the University of San Diego. During her education, she studied abroad in both, Vina del Mar, Chile and Guadalajara, Mexico. As a teacher at Voices, Mrs. Rodrigues taught a family literacy program to help parents establish reading routines at home with their children. Ruby is currently in her third year teaching second grade at Voices Academy.</p>
Salome Portugal	<p>Ms. Portugal, EdM, Graduate School of Education, Harvard University, has worked at New Leaders For New Schools where she helped to develop a schedule, curriculum, selection process, and assessment tools for a leadership program to develop young teacher-leaders in urban schools. Salomé taught in San Francisco Bay Area public district and public charter high schools for nine years. While she was teaching, she implemented and coordinated AVID (Advancement Via Individual Determination), a college readiness program. During her graduate studies, Salomé was a research assistant in the Mauricio Gastón Institute for Latino Public Policy and Community Development, where she assisted with projects to</p>

	disseminate information and coordinate discussions on outcomes for Latino students in Massachusetts. Salomé is interested in research and policy focused on quality urban education for Latina/o, African American, American Indian, and other marginalized students of color.
Sara Reyes	Sara Reyes is the After School Educational Services Program Director for Catholic Charities of Santa Clara County (CCSCC). She has been with CCSCC for 8 years. In her time with CCSCC, she has grown the program from 17 school site to 21 school sites. There are over 150 employees in her department. She manages a budget of over \$3 million. Prior to her work with CCSCC, Sara worked for the City of San Jose's Department of Parks, Recreation, and Neighborhood Services. Her last position there was as the Interim Program Specialist at the Berryessa Community Center. Sara is currently a candidate in the Master's in Public Administration program at San Jose State University, Class of 2011. Ms. Reyes is currently a Board Member for Voice College-Bound Language Academy. Some of her active memberships also include the Franklin-McKinley Children's Initiative and The Santa Clara County After School Collaborative.
Rebecca Hernandez	Rebecca Hernandez has over 15 years of industry experience as a leader in project management, process improvement, and operations support. She has proven success leading and managing high profile / high yield projects in a global information solutions offering specializing in patent data. Over the course of her career, she has worked both as an IT consultant and Operations Manager at IBM and Delphion, Inc. Currently she holds an IT project management position at Thomson Reuters. Rebecca has earned a Bachelors of Science in Management Information Systems from California Polytechnic University at San Luis Obispo. Ms. Hernandez has two children at Voices and has served as a parent board member and community board member at Voices College-Bound Language Academy over the past 4 years. She was recently accepted to participate in the Latino Leadership Board Academy sponsored by the Hispanic Foundation of Silicon Valley.
Mary Akin District Representative	The Director of Categoricals & Compliance for Franklin-McKinley School District, Mary Akin, provides the leadership for categorically funded programs including GATE, Migrant Education, McKinney-Vento homeless services and ASES and 21 st Century after-school programs.

Student

Informal and Formal Community Complaint Resolution Procedures

It is the intent of Voices College-Bound Language Academy (“School”) to integrate conflict resolution skills into the curriculum and parent education activities. In accordance therewith, community members that have complaints against other students are encouraged to first address the issue with the person directly using the learned conflict resolution skills.

Informal: Conflict Resolution

When a school community member (student, teacher, parent, volunteer, tutor, etc.) has a concern or complaint the School encourages the use of the Conflict Resolution Guidelines outlined below. Using these guidelines is a way to resolve conflict peacefully, in a way that can be mutually agreeable to the parties involved. If, however, a student does not feel comfortable with this approach or the complaint involves sexual harassment or discrimination, the student may notify a teacher or other school staff member. The teacher or staff member will notify the Principal of the complaint if it cannot be resolved at that level.

In some instances, it may be possible for school community members to engage in this process at the time the conflict arises. In other situations, an agreed upon time for resolving the conflict will need to be scheduled. Some conflicts will be able to be resolved without a mediator, and in others, a mediator may be necessary. When conflicts are unsuccessfully resolved using the Conflict Resolution Guidelines, the conflict should be referred to the nearest adult with authority at the school, or in the case of an adult conflict, to the Principal. We aim for the Conflict Resolution Guidelines to be used to resolve the following conflicts (not an exhaustive list):

- Student to Student
- Student to Staff/Teacher/Director/Tutor/Volunteer
- Student to Family Member
- Family Member to Staff/Teacher/Director/Tutor/Volunteer
- Staff Member to Staff Member
- Family Member to Family Member

After a conflict happens, members of the community should use the following guidelines to resolve the conflict. Guidelines will be given to parents yearly in writing and students will be taught the guidelines and encouraged to practice them as conflicts arise at school.

Steps to Take Before Resolving the Conflict

Before resolving a conflict, we ask students or others involved to do the following steps:

1. Take time to self reflect
2. Decide if you need a mediator (Principal, teacher, another student, etc)
3. Make a request to talk
4. Communicate respectfully:
 - Share feelings and needs using “I” Statements
 - Listen with Compassion and Empathy
 - Make a request

Formal Complaint and Resolution Procedures:

Most complaints can be resolved through the Conflict Resolution Procedure or by informal discussions between the complainant and the employee or the Principal. This formal complaint process is reserved for complaints which are not resolved after the informal process has been attempted and must be filed no later than 30 days after the incident. If the incident occurs at the end of the school year, the formal complaint must be filed by June 30 of the current year. For extenuating circumstances, the deadline may be extended. Even when this formal complaint procedure is initiated, efforts may occur at any point to accomplish satisfactory informal resolution.

Steps for processing and resolving complaints against employees, policies, practices and procedures of Voices College-Bound Language Academy:

1. A person lodging a complaint against a School employee or employee practices should meet with the Principal to discuss the problem in an attempt to reach a solution only after attempting informal resolution through the Conflict Resolution Process.
2. Any person who is dissatisfied with the results of such a meeting may wish to complete a Voices Community Complaint Form, which may be obtained at the office during normal business hours.
3. Send the form to: Voices College-Bound Language Academy, 725 Hellyer Ave. San Jose, CA 95111.
4. A copy of the complaint form will be provided to the School employee against whom the charge is made with a request that the employee respond in writing to the Principal within 10 working days of receipt of the complaint. The employee shall cooperate in resolving the complaint.
5. If the complaint is not resolved, the School's Principal will review the complaint and related material, interview parties, and submit findings and recommendations.
6. The Principal will notify the person filing the complaint and employee in writing of the final determination. A final decision will be issued in a timely manner, not to exceed 30 days after the filing of the formal complaint.
7. If the person filing the complaint is not satisfied with the results, an appeal may be made to the School's Board.

Voices College-Bound Language Academy

Tentative Events Calendar 11/12

(Please check Tuesday Envelope regularly for updates and changes)

September 15	STAR Meeting @ 6:00 PM
September 21	Back to School Night & Community Meeting
September 27	Fall Picture Day (Uniform Required)
September 29	Internet Class @ 6:00 PM (Spanish)
October 3-7	Bike and Walk to School Week
October 6	Family Literacy Workshop Begins @ 6:00 PM
October 13	Dual-Immersion Parent Meeting @ 6:00 PM
October 17	Hearing Test (K, 2 nd , & 5 th)
October 18	Popcorn Sale Fundraiser Begins
October 27	ELAC Meeting
October 31	Costume Contest and Movie Day
November 8	End of Popcorn Sale & Make-Up Picture Day
November 11	Veterans Day – No School
November 21	Vision Testing (K, 2 nd , & 5 th)
November 23	PJ Day and Hot Dog Fundraiser
November 24-25	Thanksgiving Holiday – No School
December 14	End of Family Literacy Workshop
December 15	Kinder-2 nd Grade Winter Performance
December 16	Gingerbread Houses
December 19-Jan 6	Winter Break – No School
January 16	MLK Day – No School
January 23	Cookie Dough Sale Fundraiser Begins
February 9	Cookie Dough Sale Fundraiser Ends
March 2	Dr. Seuss Birthday Celebration
March 7	Chuck E. Cheese Fundraiser
March 20	Spring Picture Day (Free Dress)
March 29	Science Night
April 5	Walk-A-Thon/Earth Day/Crazy Hair Day (Minimum Day)
April 9-13	Spring Break – No School
May 1	STAR Testing Begins (2 nd – 5 th grade)
May 7-11	Teacher Appreciation Week
May 28	Memorial Day – No School
May 29	End of STAR Testing
June 15	Field Day
June 19	Awards Ceremony and Last Day of School (Free Dress)

Voices College-Bound Language Academy Teacher Commitment to Excellence

The role of the teacher is key to the success of a child in school. Our students have unlimited potential, it is our job to draw every last bit out. Students' experiences here at Voices with you will form them into the people they will become. Children deserve opportunities to succeed so that they will have choices in their lives; it is up to us to provide this for all of them. If they fail, we fail and there are no excuses.

Whereas,

- I understand that students will spend the most important years of their lives in school, and I want to provide the best education possible for all students.
- I believe that all students can learn at high levels
- I am dedicated to the mission and vision of Voices College-Bound Language Academy.

I promise, and agree:

1. To always treat students with kindness and respect.
2. To always protect the safety, interests, and rights of all individuals in the classroom.
3. To respect everyone at Voices College-Bound Academy regardless of race, color, gender, handicap, age, religion, disability, lifestyle, sexual orientation, or national origin.
4. To always act in a professional manner when speaking with someone at Voices College-Bound Language Academy.
5. To strive to be the best teacher I can be, modeling excellence and taking no shortcuts in preparing our students for success in college and in life.
6. To always teach in the best way I know how, and to do whatever it takes for every single one of our students to learn.
7. To plan and execute rigorous lessons to prepare our students for success in college and in life.
8. To hold *all* of our students, parents, fellow staff members, and myself to Voices' high expectations.
9. To be committed to results
10. To collaborate and plan with colleagues on a regular basis
11. To be committed to my professional growth and constant learning.
12. To share my expertise with the community (conferences, educational open houses, presentations, classroom visits, etc).
13. To attend all Voices Academy's retreats, in-services and professional development.
14. To teach at Voices Academy during the summer as needed.
15. To make myself available to students and parents during the school day
16. To mentor students as needed.
17. To regularly provide parents with updates on their children's progress. (e.g. progress reports, conferences, home visits, etc)
18. To make no excuses!

I understand that ultimately I am responsible for the education and achievement of my students.

Teacher Name: _____

Teacher Signature: _____

Principal Signature: _____

Date: _____



Voices College-Bound Language Academy Job Description

Principal- Certificated

RESPONSIBILITIES:

The Principal has primary responsibility for the day-to-day management of the school and will be responsible for Voice's academic, operational, fiscal, and organizational management and success. This includes supervising instruction and conducting the evaluation program for all staff.

The Principal will also manage change, including motivating and leading individuals and groups. Leadership must be provided to the students, staff and parents in order to achieve high outcomes.

Although Voices maintains links with FMSD, Voices functions largely as the equivalent of a one-school district. The Principal interacts extensively with teachers, staff, students, parents, Board members and the community through site-based management. This interaction will include providing guidance and support in the classroom as appropriate. The Principal must be committed to pursuing the Charter goals and to achieving the best education possible for all of Voices' students. Additionally, the Principal will be expected to meet specific performance objectives which may include such areas as academic, financial and diversity goals in accordance with the Charter.

Key duties include:

1. Duties related to the Board

- Advise the Board on the need for new and or revised policies and make policy recommendations based on data and school needs.
- Submits to the board recommendations relative to all matters requiring Board action, together with the materials needed for informed decisions
- Reports on school operations
- Secures legal opinions when needed
- Submits staff members' communications to the Board or to Board committees at regular Board meetings, with or without recommendations
- Serve as a voting member of the Board and sit on school committees and councils as assigned
- Develop annual budgets and ongoing fiscal reports and reports to the Board on school's solvency and fiscal management
- Work with the Board on developing and implementing the school's strategic plan

2. Duties related to Staff

- Select, train, supervise and evaluate staff. Develop and implement a school-wide and individual staff development plan. Provide ongoing support and coaching to teachers to help them meet their individual professional development plan goals.
- Coordinates the work of all school educators and volunteer staff
- Directs the employment and assignment of administrative staff and coordinates administrative staff activities
- Selects and recommends to the Board the best qualified and most competent candidates for employment, in accordance with nondiscrimination policy and affirmative actions plans
- Advise the Board regarding the leave, classification, resignation, promotion, suspension or dismissal of school employees
- Assigns personnel within the school in accordance with Board policy
- Arranges for the evaluation of each staff member and identifies appropriate opportunities for continued professional development
- Maintains appropriate channels of communication within the school and ensures that staff is informed about relevant federal, state, and county laws, policies, regulations and procedures, and matters related to the improvement and welfare of the school
- Plans, leads, and conducts staff professional development and staff meetings

3. Duties related to students and the educational program

- Serve as the chief educational leader, including ensuring that the school mission and instructional program are being effectively implemented in each classroom
- Monitor the school's instructional and operational accountability, including collecting, analyzing, and reporting school and student performance data. Use this data to develop school priorities and to drive decision-making.
- Enforces compulsory attendance laws
- Continuously observes the instructional program and provides the Board with regular evaluations of school programs and student progress
- Studies the curriculum and makes decisions regarding the course of study, major changes in texts and time schedules, and sound innovative programs
- Appraises the board of contemporary educational practices and related legislative issues which he/she discovers by reading, attending professional conferences, and visiting other schools and school systems
- Under appropriate circumstances, recommends to the Board a student's suspension or expulsion
- Participates in student study teams and IEP meetings

4. Duties related to Non-instructional Operations

- Seeks and identifies sources of income and funding
- Maintains and updates adequate census and scholastic records, business and property records, and personal records as applicable
- Submits to the Board periodic financial and budgetary reports which identify the school's outstanding obligations
- Annually prepares and submits to the Board the school's budget for the upcoming year, revises this budget or takes other related action as the Board designates
- Approves all expenditures in accordance with Board policy and within Board-approved appropriate limits
- Makes recommendations to the Board regarding the maintenance, safety, improvement and/or expansion of school facilities, sites, equipment and transportation services
- Develops instructions and regulations governing the use and care of school properties for school purposes.
- Manage and/or oversee all daily school operations, including student admissions and discipline, facilities, food service, front office, school scheduling, etc.

5. Duties related to the Community

- Represents and advocates for the Board in relationships with city, county and state governments, private agencies, and the school community
- Sees that the community is informed about school matters through appropriate informational materials
- Participates in appropriate community organizations and functions to obtain support for the attainment of school goals
- Hears complaints against the school and solves controversies between employees or between employees and students or parents/guardians
- Develop and maintain cooperative, collaborative working relationships with and among various stakeholders, including staff, students, families, Board members, District personnel, and the broader community
- Facilitate and build community among people from diverse backgrounds and perspectives

Complete All Other Duties as Assigned and Necessary

MINIMUM REQUIREMENTS:

- BA/BS Degree in Education or related field
- California Teaching Credential and demonstrated classroom level achievement results
- Proven commitment to the education of children of color from diverse ethnic and socioeconomic backgrounds
- Expertise with teaching English Language Learners
- Skill in fiscal management
- Excellent organizational skills (multi-task, set priorities, accomplish tasks in timely manner)
- Understanding and commitment to Voices' mission and vision
- Strong conflict resolution, problem-solving, and judgment skills
- Excellent, demonstrated oral and written communication skills
- Excellent interpersonal skills, including the ability to listen and be responsive to community partners, professional advisors, funders, Voices staff, Board of Directors, and parents, etc
- Experience or strong interest in public education, social justice and equity
- Bilingual (English/Spanish) fluency
- Knowledge of Microsoft Office (Word, Excel, Power Point), spreadsheets and databases.
- Commitment to work in an innovative and mission driven school environment
- A leader with strong management skills and entrepreneurial passion and thinker
- Tolerates high level of stress
- First Aid/CPR Certified

PREFERRED QUALIFICATIONS:

- California charter school leadership experience or familiarity with California charter schools regulations, laws, and funding
- Masters degree in Education, Administration, Organizational Management, a related field, or equivalent experience
- Successful completion of results-oriented leadership training program (ex. NLNS)
- Experience in business management

WORKING CONDITIONS:

- Regular requirement to stand, sit, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel and crouch
- Lift and carry objects weighing up to 50 lbs.
- Occasional exposure to blood, bodily fluids and tissue
- Interaction with unruly children
- Evening and or weekend work
- Occasional travel

REPORTS DIRECTLY TO: Board

SALARY:

- Commensurate with experience and references
- Full medical benefits included

JOB TYPE:

Permanent Full-Time, Exempt

Voices College-Bound Language Academy is an equal opportunity employer.

It is the policy of VOICES to afford equal employment and advancement opportunities to all qualified individuals without regard to race, creed, color, religion, national origin, ethnicity, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status.

VOICES COLLEGE BOUND LANGUAGE ACADEMY FINANCIAL PLAN
Table 1 and Table 2 Appendix R

STATEMENT OF COMPLIANCE:

In this Charter Renewal, Voices agrees to comply with all FMISD MOU requirements. This includes insurance, financial reports and audits, and all other requirements specified or implied by this agreement, and as required by law.

Table 1. Funding Sources Anticipated to be Available to the School for the Fiscal Year of the MOU and Three Subsequent Fiscal Years

	CURRENT FY 2011-2012	YEAR OF MOU 2012-2013	2013-2014	2014-2015
ENROLLMENT	318	353	395	435
AVERAGE DAILY ATTENDANCE (ADA)	308	342	383	422
SUMMARY OF PUBLIC FUNDING RATES PER ADA				
GENERAL BLOCK GRANT GRADE K TO 3	4,702	4,702	4,702	4,702
GENERAL BLOCK GRANT GRADE 4 TO 6	4,778	4,778	4,778	4,778
GENERAL BLOCK GRANT GRADE 7 TO 8	4,931	4,931	4,931	4,931
CATEGORICAL	412	412	412	412
ECONOMIC IMPACT AID	308	308	308	308
LOTTERY	121	121	121	121
NCLEI TITLE I	294	300	306	312
PROJECTED REVENUE				
FEDERAL INCOME	243,854	275,773	312,134	346,543
GENERAL BLOCK GRANT	1,748,225	1,954,819	2,191,673	2,428,053
OTHER STATE INCOME	46,680	194,036	208,154	224,852
LOCAL GRANTS AND FUNDRAISING	30,000	35,000	35,000	35,000
OTHER LOCAL REVENUE	43,407	46,534	50,286	53,859
TOTAL REVENUE	2,112,166	2,506,163	2,797,247	3,088,305

Table 2 Anticipated Expenditures for the fiscal year of the MOU and Three Subsequent Fiscal Years

	CURRENT FY 2011-2012	YEAR OF MOU 2012-2013	2013-2014	2014-2015
EXPENDITURES				
COMPENSATION & BENEFITS	1,302,147	1,472,912	1,578,783	1,741,520
BOOKS, INSTRUCTIONAL MATERIALS & SUPPLIES	316,385	320,042	329,681	358,640
SERVICES & OPERATING EXPENSES	323,608	343,324	361,743	385,393
FACILITIES & CAPITAL OUTLAY	110,980	129,234	149,380	219,027
TOTAL EXPENDITURES	2,053,131	2,265,512	2,419,587	2,704,581
ANNUAL SURPLUS OR (DEFICIT)	59,035	240,651	377,659	383,726

Table 2a Fund Balance and Cash at Fiscal Year-End

ENDING FUND BALANCE	634,312	874,963	1,252,622	1,636,348
ENDING CASH	181,431	289,613	636,038	862,766
EXPECTED RESERVES 5% OF EXPENDITURES	102,657	113,276	120,979	135,229

Voices College Bound Language Academy
Budget & Monthly Cash Flow Appendix B
Fiscal Year ending June 30, 2013

2012-2013 Monthly Cash Flows												
2012-2013 Budget	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13
EXPENDITURES												
Compensation & Benefits												
Salaries												
Certificated Teachers / Principal	909,274	8,281	74,036	74,036	74,036	74,036	114,336	74,036	74,036	74,036	74,036	114,336
Substitute Expense	11,000	-	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100	1,100
Classified												
Instructional Aide - Associate Teachers	151,700	7,585	15,170	15,170	15,170	7,585	15,170	15,170	15,170	15,170	15,170	15,170
Business Manager	56,100	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675	4,675
Admin Assistant	18,041	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640
Office Manager		-	-	-	-	-	-	-	-	-	-	-
Director of Development (Includes Outreach)	18,041	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640	1,640
Parent Liaison	42,768	4,277	4,277	4,277	4,277	4,277	4,277	4,277	4,277	4,277	4,277	4,277
Yard Duty / Cafeteria												
Subtotal Salaries	1,406,912	12,956	99,576	102,538	102,538	94,051	142,838	102,538	102,538	102,538	102,538	142,838
Employee Benefits												
Retirement STRS/PERS	82,215	6,851	6,851	6,851	6,851	6,851	6,851	6,851	6,851	6,851	6,851	6,851
Health and Welfare-Benefits	96,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
Workman's Comp	28,702	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392
Payroll Taxes	47,072	3,923	3,923	3,923	3,923	3,923	3,923	3,923	3,923	3,923	3,923	3,923
Subtotal Employee Benefits	251,990	21,166	21,166	21,166	21,166	21,166	21,166	21,166	21,166	21,166	21,166	21,166
Subtotal Compensation & Benefits	1,460,912	34,122	116,742	123,703	123,703	116,118	164,003	123,703	123,703	123,703	123,703	164,003
Books, Instructional Materials & Supplies												
Textbooks	15,000	2,000	-	450	450	450	450	450	450	450	450	450
Curriculum Materials	20,000	1,000	13,600	600	600	600	600	600	600	600	600	600
Student Supplies (Includes Art and Music Supplies)	10,000	3,000	636	636	636	636	636	636	636	636	636	636
Instructional Equipment	5,000	1,500	318	318	318	318	318	318	318	318	318	318
Computers/Classroom Software	30,000	1,000	5,273	2,636	2,636	2,636	2,636	2,636	2,636	2,636	2,636	2,636
Office Supplies	5,000	455	455	455	455	455	455	455	455	455	455	455
Library and Media Center	13,000	3,900	827	827	827	827	827	827	827	827	827	827
Assessment Materials	7,766	2,388	506	506	506	506	506	506	506	506	506	506
Student Uniforms	15,000	4,500	6,450	450	450	450	450	450	450	450	450	450
Enrichment Programs - Mid Day Block Consultants	30,000	-	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
Classroom Furniture	8,000	3,200	436	436	436	436	436	436	436	436	436	436
Office Furniture	1,592	617	87	87	87	87	87	87	87	87	87	87
Health Supplies	3,384	1,273	174	174	174	174	174	174	174	174	174	174
Food Service - Weekdays	166,692	-	16,669	16,669	16,669	16,669	16,669	16,669	16,669	16,669	16,669	16,669
Subtotal Books, Instructional Materials & Supplies	338,193	24,398	3,440	28,245	28,245	28,245	27,345	27,345	28,245	28,245	27,711	27,345

Voices College Bound Language Academy
Budget & Monthly Cash Flow Appendix R
Fiscal Year ending June 30, 2013

2012-2013 Monthly Cash Flows												
2012-2013	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13
Budget												
Service and Other Operating Expenses												
Travel and Conferences	7,000	583	583	583	583	583	583	583	583	583	583	583
Dues and Subscriptions	5,000	417	417	417	417	417	417	417	417	417	417	417
Insurance	15,179	1,265	1,265	1,265	1,265	1,265	1,265	1,265	1,265	1,265	1,265	1,265
Equipment rental/maintenance	8,000	667	667	667	667	667	667	667	667	667	667	667
Telecommunications equip	1,200	100	100	100	100	100	100	100	100	100	100	100
Telephone & Internet Service	1,592	133	133	133	133	133	133	133	133	133	133	133
Printing and copying	16,320	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360
Postage and shipping	2,824	235	235	235	235	235	235	235	235	235	235	235
Accounting/Audit Services	40,000	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
Staff Development / Staff Appreciation	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Staff / Student Recruitment	3,000	271	271	271	271	271	271	271	271	271	271	271
Payroll Services	4,250	354	354	354	354	354	354	354	354	354	354	354
Legal Services	1,093	91	91	91	91	91	91	91	91	91	91	91
Field Lessons	7,060	588	588	588	588	588	588	588	588	588	588	588
Special Education	156,481	12,697	12,697	12,697	12,697	12,697	12,697	12,697	12,697	12,697	12,697	12,697
Student Recruiting	1,082	91	91	91	91	91	91	91	91	91	91	91
Banking	1,092	91	91	91	91	91	91	91	91	91	91	91
Outreaching/Development	1,561	130	130	130	130	130	130	130	130	130	130	130
Board Development/Parent & Community Ed Involvement	4,205	354	354	354	354	354	354	354	354	354	354	354
RMSD Supervisory Fee	19,175	1,590	1,590	1,590	1,590	1,590	1,590	1,590	1,590	1,590	1,590	1,590
Fingerprinting	2,000	167	167	167	167	167	167	167	167	167	167	167
Shirts & Training, Servers & Grady Port	18,354	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530	1,530
Interest Expense-CDT Loan	3,065	255	255	255	255	255	255	255	255	255	255	255
Interest Income	(1,400)	(117)	(117)	(117)	(117)	(117)	(117)	(117)	(117)	(117)	(117)	(117)
Subtotal - Services & Operating Expenses	337,173	27,150	27,150	27,150	27,150	27,150	27,150	27,150	27,150	27,150	27,150	27,150
Facilities & Capital Outlay												
Utilities	44,435	3,701	3,701	3,701	3,701	3,701	3,701	3,701	3,701	3,701	3,701	3,701
Maintenance and Repairs	39,623	3,302	3,302	3,302	3,302	3,302	3,302	3,302	3,302	3,302	3,302	3,302
Janitorial Services/Supplies	41,833	3,486	3,486	3,486	3,486	3,486	3,486	3,486	3,486	3,486	3,486	3,486
Facility / Site Improvements	3,362	280	280	280	280	280	280	280	280	280	280	280
Subtotal Facilities & Capital Outlay	129,253	10,770	10,770	10,770	10,770	10,770	10,770	10,770	10,770	10,770	10,770	10,770
TOTAL EXPENDITURES	2,265,512	82,440	82,440	82,440	82,440	82,440	82,440	82,440	82,440	82,440	82,440	82,440
NET INCOME	240,651	(82,440)	(82,440)	(82,440)	(82,440)	(82,440)	(82,440)	(82,440)	(82,440)	(82,440)	(82,440)	(82,440)
CASH FLOW STATEMENT												
Excess (Deficiency) of Revenues over Expenses	240,651	(82,440)	(82,440)	(82,440)	(82,440)	(82,440)	(82,440)	(82,440)	(82,440)	(82,440)	(82,440)	(82,440)
Other Sources and Uses (Prior Year Transactions & Accruals)												
Equipment Purchase/Prepays												
Loan & Loan Repayments (LOI, Principal)	(41,656)											
Recognition of Federal revenue received in PY												
Print of Pr. Yrs. est. for FMSD Services												
Change in Accounts Payable	15,000											
Non-Collection of Current Year AR	(703,045)											
Collection of Accounts Receivable from PY	597,242											
Net Cash Flow	108,182	(68,649)	(68,649)	(68,649)	(68,649)	(68,649)	(68,649)	(68,649)	(68,649)	(68,649)	(68,649)	(68,649)
Beginning Cash	181,431	181,431	112,782	280,425	270,572	278,046	184,943	89,538	81,308	99,316	373,195	309,884
Ending Cash (Net of Revenues)	289,613	122,782	280,425	270,572	278,046	184,943	89,538	81,308	99,316	373,195	309,884	289,613

Voices College Bound Language Academy
Budget & Monthly Cash Flow Appendix R
Fiscal Year ending June 30, 2013

REVENUE	2012-2013 Budget	2012-2013 Monthly Cash Flows											
		Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13
State & Local ADA Revenue													
State Aid	939,360	-	13,906	40,566	23,177	23,177	46,354	23,177	256,309	128,193	128,193	128,193	128,116
In Lieu of Property Tax	680,604	-	24,841	44,714	44,714	44,714	44,714	44,714	-	144,051	72,004	72,047	144,094
General Block Grant	1,619,964	-	38,747	85,280	67,891	67,891	91,068	67,891	256,309	272,243	200,196	200,240	272,210
Categorical	141,135	-	2,672	7,219	4,454	4,454	10,640	4,454	35,744	17,877	17,877	17,877	17,867
Economic Impact Aid (EIA)	156,397	-	2,211	7,249	3,684	3,684	9,288	3,684	42,194	21,103	21,103	21,103	21,091
Lottery	37,324	-	-	-	-	-	-	3,250	-	9,331	-	-	24,743
Subtotal State & Local ADA	1,954,819	-	43,630	99,748	76,029	76,029	110,996	79,278	334,247	320,555	239,177	239,220	335,910
Federal Revenue													
Federal Nutrition Program	144,950	-	-	14,495	14,495	14,495	14,495	14,495	14,495	14,495	14,495	14,495	14,495
Title I	102,598	-	-	-	-	-	41,039	-	-	-	41,039	-	20,520
Title II	6,915	-	-	-	-	-	-	-	-	-	-	-	6,915
Title III	21,311	-	-	-	-	-	8,524	-	-	-	8,524	-	4,262
Subtotal Federal Revenue	275,773	-	-	14,495	14,495	14,495	64,058	14,495	14,495	14,495	64,058	14,495	46,192
Other State Revenue													
Special Education	147,356	-	-	-	-	-	58,942	-	-	-	58,942	-	29,471
Instructional Materials	4,000	-	-	-	-	-	-	-	-	-	-	-	4,000
Class Size Reduction	42,680	-	-	-	-	-	10,670	-	-	10,670	-	-	21,340
Subtotal Other State Revenue	194,036	-	-	-	-	-	69,612	-	-	10,670	58,942	-	54,811
Other Local Revenue													
Development & Fundraising	35,000	-	-	-	3,500	3,500	-	-	7,000	-	10,500	-	10,500
Other Revenue	46,534	-	-	10,653	6,153	6,153	4,653	3,153	3,153	3,153	3,153	3,153	3,153
Subtotal Other Local Revenue	81,534	-	-	10,653	9,653	9,653	4,653	3,153	10,153	3,153	13,653	3,153	13,653
TOTAL REVENUE	2,506,163	-	43,630	124,896	100,177	100,177	249,320	96,927	358,895	348,873	375,831	256,869	450,566

VOICES COLLEGE-BOUND LANGUAGE ACADEMY

**(A California Non-Profit
Public Benefit Corporation)**

**Audited Financial Statements
for the Year Ended
June 30, 2010**

VOICES COLLEGE-BOUND LANGUAGE ACADEMY

TABLE OF CONTENTS

June 30, 2010

	<u>Page</u>
Independent Auditors' Report	1-2
Statement of Financial Position	3
Statement of Activities.....	4
Statement of Cash Flows	5
Notes to Financial Statements.....	6-10
History and Organization.....	11
Schedule of Expenditures by State Categories	12
Schedule of Instructional Minutes	13
Schedule of Average Daily Attendance (ADA).....	14
Reconciliation of Annual Financial Report with Audited Financial Statements	15
Notes to Supplementary Information.....	16
Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With <i>Government Auditing Standards</i>	17-18
Report on State Compliance	19-20
Schedule of Findings and Questioned Costs	21
Schedule of Prior Year Findings and Questioned Costs.....	22



INDEPENDENT AUDITORS' REPORT

Board of Directors
Voices College-Bound Language Academy
San Jose, CA

We have audited the statement of financial position of Voices College-Bound Language Academy (the Academy), a California non-profit public benefit corporation, as of June 30 2010, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Academy's management. Our responsibility is to express an opinion on these financial statements based on our audit.

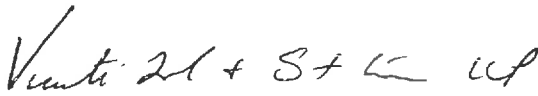
We conducted our audit in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements described above present fairly, in all material respects, the financial position of the Academy as of June 30, 2010, and the changes in its net assets and cash flows for the fiscal year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated September 13, 2010 on our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of this report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Board of Directors
Voices College-Bound Language Academy

Our audit was performed for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying supplementary schedules on pages 12-15 are presented for the purposes of additional analysis and are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.


VICENTI, LLOYD & STUTZMAN LLP

September 13, 2010

VOICES COLLEGE-BOUND LANGUAGE ACADEMY
(A California Non-Profit Public Benefit Corporation)

STATEMENT OF FINANCIAL POSITION
June 30, 2010

ASSETS

CURRENT ASSETS:

Cash and cash equivalents	\$ 199,137
Accounts receivable - Federal and State	375,583
Prepaid expenses	8,134
Total current assets	<u>582,854</u>
 Total assets	 <u><u>\$ 582,854</u></u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES:

Accounts payable	\$ 75,490
Accounts payable - Sponsoring District	53,182
Revolving loan, current portion	41,667
Total current liabilities	<u>170,339</u>

LONG-TERM LIABILITIES:

Revolving loan	<u>83,333</u>
Total long-term liabilities	<u>83,333</u>
Total liabilities	<u>253,672</u>

NET ASSETS:

Unrestricted	<u>329,182</u>
Total net assets	<u>329,182</u>
Total liabilities and net assets	<u><u>\$ 582,854</u></u>

The accompanying notes are an integral part of these financial statements.

VOICES COLLEGE-BOUND LANGUAGE ACADEMY
(A California Non-Profit Public Benefit Corporation)

STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2010

REVENUES:

State revenue:	
State aid portion of general-purpose block grant	\$ 462,162
Block grant - categorical	89,077
Other state revenue	145,946
Federal revenue:	
Grants and entitlements	156,794
Local revenue:	
In-lieu property tax revenue	496,818
Contributions	19,359
Interest income	1,510
Other revenue	<u>25,586</u>
Total unrestricted revenues	<u>1,397,252</u>

EXPENSES:

Program services:	
Educational programs	1,074,982
Support services:	
General and administrative	<u>231,164</u>
Total expenses	<u>1,306,146</u>
Increase in unrestricted net assets	91,106
Beginning unrestricted net assets	<u>238,076</u>
Ending unrestricted net assets	<u>\$ 329,182</u>

The accompanying notes are an integral part of these financial statements.

VOICES COLLEGE-BOUND LANGUAGE ACADEMY
(A California Non-Profit Public Benefit Corporation)

STATEMENT OF CASH FLOWS
For the Year Ended June 30, 2010

CASH FLOWS from OPERATING ACTIVITIES:

Change in net assets	\$ 91,106
Adjustments to reconcile change in net assets to net cash used by operating activities:	
(Increase) and decrease in operating assets:	
Accounts receivable	(123,774)
Prepaid expenses	(1,070)
Increase and (decrease) in operating liabilities:	
Accounts payable	12,575
Accrued liabilities	(8,254)
Net cash used by operating activities	<u>(29,417)</u>

CASH FLOWS from FINANCING ACTIVITIES:

Repayment of revolving loan	<u>(41,667)</u>
Net cash used by financing activities	<u>(41,667)</u>
Net decrease in cash and cash equivalents	(71,084)
Cash and cash equivalents at the beginning of the year	<u>270,221</u>
Cash and cash equivalents at the end of the year	<u><u>\$ 199,137</u></u>

The accompanying notes are an integral part of these financial statements.

VOICES COLLEGE-BOUND LANGUAGE ACADEMY
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2010

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES:

Nature of Activities – Voices College-Bound Language Academy (the Academy) is a California non-profit public benefit corporation and is organized to manage and operate a public charter school.

The Academy is funded principally through State of California public education monies received through the California Department of Education and the District.

The Franklin-McKinley School District (the District) has granted the charter through June 30, 2012. The charter may be revoked by the District for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Net Asset Classes – The Academy adopted Statement of Financial Accounting Standards (SFAS) No. 117, “Financial Statements for Not-for-Profit Organizations.” Under SFAS No. 117, the Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

Net assets of the Academy consist of the following:

- Unrestricted: All resources over which the governing board has discretionary control to use in carrying on the general operations of the organization.
- Temporarily restricted: These net assets are restricted by donors to be used for specific purposes. The Academy does not currently have any temporarily restricted net assets.
- Permanently restricted: These net assets are permanently restricted by donors and cannot be used by the Academy. The Academy does not currently have any permanently restricted net assets.

Revenue Recognition – Amounts received from the California Department of Education are recognized as revenue by the Academy based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in unrestricted net assets if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in temporarily restricted net assets.

Cash and Cash Equivalents – The Academy defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

VOICES COLLEGE-BOUND LANGUAGE ACADEMY
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2010

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (continued)

Use of Estimates – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure. Accordingly, actual results could differ from those estimates.

Basis of Accounting – The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and other liabilities.

Functional Allocation of Expenses – The cost of providing the various programs and other activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supportive services benefited.

Contributions – All contributions are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are designated for specific use in future periods are reported as temporarily restricted. When the restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets for expenditure.

Land, Buildings and Equipment – Land, buildings and equipment are stated at cost if purchased or at estimated fair market value if donated. Depreciation of buildings and equipment is provided on a straight-line basis over the estimated useful lives of the assets. The Academy capitalizes all expenditures for land, buildings and equipment in excess of \$5,000.

Income Taxes – The organization is a non-profit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not (>50%) of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The organization files informational returns in the U.S. federal jurisdiction, and the state of California. With few exceptions, the Academy is no longer subject to U.S. federal, state, and local examinations by tax authorities for years before 2005.

(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2010

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES: (continued)

Evaluation of Subsequent Events – The organization has evaluated subsequent events through September 13, 2010, the date these financial statements were available to be issued.

NOTE 2 - CONCENTRATION OF CREDIT RISK:

The Academy maintains its cash in bank deposit accounts at various institutions. Accounts at these institutions are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$250,000. At June 30, 2010, there were no deposits in excess of the FDIC limit.

NOTE 3 - ACCOUNTS RECEIVABLE:

Accounts receivable consists of funds due from state and federal governments, therefore no provisions for uncollectible accounts were recorded related to those accounts receivable.

NOTE 4 - TRANSACTIONS WITH THE SPONSORING DISTRICT:

The Academy's facility is provided by the District at substantially no cost. The rental value of the facility has not been determined or recorded in the financial statements. Three percent of the Academy's apportionment is paid to the District for oversight.

NOTE 5 - CONTINGENCIES:

The Academy has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

NOTE 6 - EMPLOYEE RETIREMENT:

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the State Teachers' Retirement System (STRS).

VOICES COLLEGE-BOUND LANGUAGE ACADEMY
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2010

NOTE 6 - EMPLOYEE RETIREMENT: (continued)

State Teachers' Retirement System (STRS)

Plan Description

The Academy contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS.

The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by State statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS annual financial report may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826.

Funding Policy

Active plan members are required to contribute 8.0% of their salary and the Academy is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2009-10 was 8.25% of annual payroll. The contribution requirements of the plan members are established and may be amended by State statute.

Contributions to STRS

<u>Year Ended</u> <u>June 30</u>	<u>STRS</u> <u>Required</u> <u>Contribution</u>	<u>STRS</u> <u>Percent</u> <u>Contributed</u>
2008	\$23,525	100%
2009	\$33,357	100%
2010	\$41,045	100%

VOICES COLLEGE-BOUND LANGUAGE ACADEMY
(A California Non-Profit Public Benefit Corporation)

NOTES TO FINANCIAL STATEMENTS
For the Year Ended June 30, 2010

NOTE 7 – REVOLVING LOAN:

In June of 2007, the Academy was awarded a one-time \$250,000 loan from the California Department of Education to help meet initial start-up and operating costs. The loan requires annual payments including principal and interest. It carries an interest rate of 5.26%. Principal payments over the next three years are as follows:

<u>June 30,</u>	<u>Amount</u>
2011	\$ 41,667
2012	41,667
2013	<u>41,666</u>
Total	<u>\$125,000</u>

SUPPLEMENTARY INFORMATION

VOICES COLLEGE-BOUND LANGUAGE ACADEMY
(A California Non-Profit Public Benefit Corporation)

HISTORY AND ORGANIZATION
June 30, 2010

The Academy began serving students in September 2007 and is sponsored by the Franklin-McKinley School District (the District).

Charter School number authorized by the State: 846

The Board of Directors and the Administrator for the fiscal year ended June 30, 2010 were as follows:

Board of Directors

<u>Member</u>	<u>Office</u>	<u>Term Expires</u>
Frances Teso	President	Indefinite
Cathy Holley	Vice-President	Indefinite
Alice Miller	Treasurer	Indefinite
Cecilia Ortega	Secretary	2009
Leticia Ulloa	Member	2010
Yvonne McGuire	Member	2010
Rebecca Hernandez	Member	2009

Administrator

Frances Teso	Principal
--------------	-----------

VOICES COLLEGE-BOUND LANGUAGE ACADEMY
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF EXPENDITURES BY STATE CATEGORIES
For the Year Ended June 30, 2010

	<u>Program Services</u>	<u>Supporting Services</u>	<u>Total</u>
Certificated salaries	\$ 493,512	\$ -	\$ 493,512
Classified salaries	108,711	66,679	175,390
Employee benefits	126,067	13,958	140,025
Books and supplies	157,647	14,171	171,818
Services and other operating expenses	<u>189,045</u>	<u>136,356</u>	<u>325,401</u>
 Total	 <u>\$1,074,982</u>	 <u>\$ 231,164</u>	 <u>\$1,306,146</u>

See independent auditors' report.

VOICES COLLEGE-BOUND LANGUAGE ACADEMY
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF INSTRUCTIONAL MINUTES
For the Year Ended June 30, 2010

	2009-10 Minutes			Status
	Requirement	Reduced	Actual	
Kindergarten	36,000	34,791	77,220	In compliance
Grade 1	50,400	48,960	72,135	In compliance
Grade 2	50,400	48,960	72,135	In compliance
Grade 3	50,400	48,960	72,135	In compliance

See independent auditors' report.

VOICES COLLEGE-BOUND LANGUAGE ACADEMY
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
For the Year Ended June 30, 2010

	<u>Second Period Report</u>		<u>Annual Report</u>	
	<u>Classroom</u>		<u>Classroom</u>	
	<u>Based</u>	<u>Total</u>	<u>Based</u>	<u>Total</u>
Kindergarten	53.79	53.79	53.71	53.71
Grade 1-3	<u>142.87</u>	<u>142.87</u>	<u>142.69</u>	<u>142.69</u>
ADA Totals	<u><u>196.66</u></u>	<u><u>196.66</u></u>	<u><u>196.40</u></u>	<u><u>196.40</u></u>

See independent auditors' report.

VOICES COLLEGE-BOUND LANGUAGE ACADEMY
(A California Non-Profit Public Benefit Corporation)

**RECONCILIATION OF ANNUAL FINANCIAL
REPORT WITH AUDITED FINANCIAL STATEMENTS**
For the Year Ended June 30, 2010

June 30, 2010 Annual Financial Report Fund Balances (Net Assets)	\$ 335,789
Adjustments and Reclassifications:	
Increasing (Decreasing) the Fund Balance (Net Assets):	
Understatement of accounts payable	<u>(6,607)</u>
Net Adjustments and Reclassifications	<u>(6,607)</u>
June 30, 2010 Audited Financial Statement Fund Balances (Net Assets)	<u><u>\$ 329,182</u></u>

See independent auditors' report.

VOICES COLLEGE-BOUND LANGUAGE ACADEMY
(A California Non-Profit Public Benefit Corporation)

NOTES TO SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2010

NOTE 1 - PURPOSE OF SCHEDULES

A. Schedule of Expenditures by State Categories

This schedule presents expenses by the object codes according to state categories for analysis purposes.

B. Schedule of Instructional Minutes

This schedule presents information on the amount of instructional time offered by the Academy and whether the Academy complied with the provisions of Education Code Sections 46200 through 46206.

C. Schedule of Average Daily Attendance (ADA)

Average daily attendance is a measurement of the number of pupils attending classes of the Academy. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

D. Reconciliation of Annual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balances (net assets) of the charter school as reported on the annual Financial Report form to the audited financial statements.



**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
Voices College-Bound Language Academy
San Jose, CA

We have audited the financial statements of Voices College-Bound Language Academy as of and for the year ended June 30, 2010, and have issued our report thereon dated September 13, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Voices College-Bound Language Academy's internal control over financial reporting as a basis for designing our audit procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Voices College-Bound Language Academy's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of Voices College-Bound Language Academy's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis.

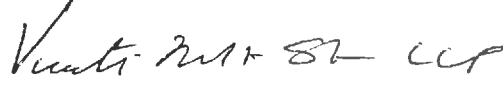
Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Voices College-Bound Language Academy's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board, management, the Franklin-McKinley School District, the Santa Clara County Office of Education, the California Department of Education, the State Controller's Office and is not intended to be and should not be used by anyone other than these specified parties.


VICENTI, LLOYD & STUTZMAN LLP

September 13, 2010



REPORT ON STATE COMPLIANCE

Board of Directors
Voices College-Bound Language Academy
San Jose, CA

We have audited the financial statements of Voices College-Bound Language Academy as of and for the year ended June 30, 2010, and have issued our report thereon dated September 13, 2010. Our audit was made in accordance with auditing standards generally accepted in the United States of America, the standards for financial and compliance audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2009-10 Standards and Procedures for Audits of California K-12 Local Educational Agencies*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

Voices College-Bound Language Academy's management is responsible for Voices College-Bound Language Academy's compliance with laws and regulations. In connection with the audit referred to above, we selected and tested transactions and records to determine Voices College-Bound Language Academy's compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures in Audit Guide</u>	<u>Procedures Performed</u>
Attendance accounting:		
Attendance reporting	8	Not applicable
Kindergarten continuance	3	Not applicable
Continuation education	10	Not applicable
Independent study	23	Not applicable

REPORT ON STATE COMPLIANCE

<u>Description</u>	<u>Procedures in Audit Guide</u>	<u>Procedures Performed</u>
Instructional time:		
School Districts	6	Not applicable
County Offices of Education	3	Not applicable
Class size reduction program (including charter schools):		
General requirements	7	Yes
Option 1	3	Yes
Option 2	4	Not applicable
One school serving K-3	4	Yes
Instructional materials general requirements	8	Not applicable
Ratios of administrative employees to teachers	1	Not applicable
Classroom teacher salaries	1	Not applicable
Early retirement incentive	4	Not applicable
GANN limit calculation	1	Not applicable
School Accountability Report Card	3	Not applicable
Public hearing requirement—receipt of funds	1	Not applicable
After School Education and Safety Program:		
General requirements	4	Not applicable
After school	4	Not applicable
Before school	5	Not applicable
Charter Schools:		
Contemporaneous records of attendance	1	Yes
Mode of Instruction	1	Yes
Nonclassroom based instructional/independent study	15	Not applicable
Determination of funding for nonclassroom-based instruction	3	Not applicable
Annual instructional minutes – classroom based	3	Yes

Based on our audit, we found that, for the items tested, Voices College-Bound Language Academy complied with the laws and regulations of the state programs referred to above. Further, based on our examination, for items not tested, nothing came to our attention to indicate that Voices College-Bound Language Academy had not complied with the laws and regulations of state programs and requirements.

This report is intended solely for the information and use of the Board, management, the Franklin-McKinley School District, the Santa Clara Office of Education, California Department of Education, and the State Controller's Office and is not intended to be and should not be used by anyone other than these specified parties.


 VICENTI, LLOYD & STUTZMAN LLP

September 13, 2010

VOICE COLLEGE-BOUND LANGUAGE ACADEMY
(A California Non-Profit Public Benefit Corporation)

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
June 30, 2010

All audit findings must be identified as one or more of the following eleven categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
41000	CalSTRS
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings noted for the year ended June 30, 2010.

VOICE COLLEGE-BOUND LANGUAGE ACADEMY
(A California Non-Profit Public Benefit Corporation)

STATUS OF PRIOR YEAR FINDINGS AND QUESTIONED COSTS
June 30, 2010

There were no findings for the year ended June 30, 2009.

EVIDENCE OF COVERAGE BOUND

CALIFORNIA CHARTER SCHOOLS ASSOCIATION JOINT POWERS AUTHORITY Attn: Jennifer Chu 250 E. First Street, Suite 1000, Los Angeles CA 90012 Phone: (805) 234-2991 Fax: (530) 236-9569 INSURED Voices College-Bound Language Academy 4075 Sacramento Avenue San Jose, CA 95111	POLICY TERM	
	EFFECTIVE DATE July 1, 2011, 12:01 am	EXPIRATION DATE July 1, 2012, 12:01 am
	COVERAGE PROVIDED BY	
	COVERAGE PROVIDER A: CALIFORNIA CHARTER SCHOOLS ASSOCIATION JPA	
	COVERAGE PROVIDER B: THE TRAVELERS PROPERTY CASUALTY COMPANY OF AMERICA	
	COVERAGE PROVIDER C: STAR INSURANCE COMPANY	
	COVERAGE PROVIDER D: SCOTTSDALE INSURANCE COMPANY	
COVERAGE PROVIDER E: LLOYDS OF LONDON		
COVERAGE PROVIDER F: NATIONAL UNION FIRE INSURANCE COMPANY OF PITTSBURG, PA		
COVERAGE PROVIDER G: THE INSURANCE COMPANY OF THE STATE OF PA		

COVERAGES

CO Ltr	TYPE OF COVERAGE	LIMITS	
A, B	PROPERTY ALL RISK <input type="checkbox"/> BUILDING <input checked="" type="checkbox"/> PERSONAL PROPERTY <input checked="" type="checkbox"/> BUILDERS RISK <input checked="" type="checkbox"/> PROPERTY IN TRANSIT <input checked="" type="checkbox"/> EXTRA EXPENSE <input type="checkbox"/> ORDINANCE OR LAW VALUATION: <input checked="" type="checkbox"/> REPLACEMENT COST <input type="checkbox"/> ACTUAL CASH VALUE DEDUCTIBLE: \$1,000 PER OCCURRENCE	BUILDING:	\$ 0
		CONTENTS:	\$ 95,000
		ELECTRONIC DATA	\$ 40,000
		BUILDERS RISK:	\$ 2,500,000
		PROPERTY IN TRANSIT:	\$ 1,000,000
		EXTRA EXPENSE:	\$ 1,000,000
		ORDINANCE OR LAW:	\$
		EACH OCCURRENCE	\$ 1,000,000
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCURRENCE GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOCATION EXPOSURE BASIS: 318 STUDENTS	DAMAGE TO RENTED PREMISES	\$ 1,000,000
		MED EXP (any one person)	\$ 10,000
		PERSONAL & ADV INJURY	\$ 1,000,000
		GENERAL AGGREGATE	\$ 1,000,000
		PRODUCTS - COMP/OP AGG	\$ 1,000,000
		COMBINED SINGLE LIMIT (Each accident)	\$ 1,000,000
		BODILY INJURY (Per person)	\$ 10,000
		BODILY INJURY (Per accident)	\$ 50,000
A	CRIME <input checked="" type="checkbox"/> MONEY & SECURITIES <input checked="" type="checkbox"/> FORGERY OR ALTERATION <input checked="" type="checkbox"/> EMPLOYEE DISHONESTY	PROPERTY DAMAGE (Per accident)	\$ 1,000,000
		EACH OCCURRENCE	\$ 500,000
		PER OCCURRENCE/PER CLAIM	\$ 1,000,000
		ANNUAL AGGREGATE	\$ 1,000,000
		SEXUAL ABUSE ANNUAL AGG	\$ 1,000,000
		PER CLAIM	\$ 1,000,000
		ANNUAL AGGREGATE PER COVERAGE:	\$ 2,000,000
		PER OCCURRENCE	\$ 1,000,000
G	EXCESS LIABILITY <input checked="" type="checkbox"/> GENERAL LIABILITY <input checked="" type="checkbox"/> AUTO LIABILITY <input checked="" type="checkbox"/> EMPLOYEE BENEFIT LIABILITY <input checked="" type="checkbox"/> EMPLOYERS' LIABILITY	EACH OCCURRENCE	\$ 24,000,000
		AGGREGATE LIMIT	\$ 24,000,000
		WORKERS' COMPENSATION	STATUTORY
		E.L. EACH ACCIDENT	\$ 5,000,000
		E.L. DISEASE - EA EMPLOYEE	\$ 5,000,000
		E.L. DISEASE - POLICY LIMIT	\$ 5,000,000
		PER CLAIM & AGGREGATE	\$ 5,000,000
		EACH ACCIDENT	\$ 25,000
A, C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY EXPOSURE BASIS: 27 EMPLOYEES \$1,175,845 ANNUAL PAYROLL	ACCIDENTAL DEATH & DISMEMBERMENT	\$ 5,000
		AGGREGATE LIMIT PER LOCATION	\$ 250,000
		PER CLAIM & AGGREGATE	\$ 5,000,000
		EACH ACCIDENT	\$ 25,000
		ACCIDENTAL DEATH & DISMEMBERMENT	\$ 5,000
		AGGREGATE LIMIT PER LOCATION	\$ 250,000
		PER CLAIM & AGGREGATE	\$ 5,000,000
		EACH ACCIDENT	\$ 25,000
A, E	DOMESTIC TERRORISM	ACCIDENTAL DEATH & DISMEMBERMENT	\$ 5,000
		AGGREGATE LIMIT PER LOCATION	\$ 250,000
		PER CLAIM & AGGREGATE	\$ 5,000,000
		EACH ACCIDENT	\$ 25,000
		ACCIDENTAL DEATH & DISMEMBERMENT	\$ 5,000
		AGGREGATE LIMIT PER LOCATION	\$ 250,000
		PER CLAIM & AGGREGATE	\$ 5,000,000
		EACH ACCIDENT	\$ 25,000
F	STUDENT ACCIDENT EXPOSURE BASIS: 318 STUDENTS	ACCIDENTAL DEATH & DISMEMBERMENT	\$ 5,000
		AGGREGATE LIMIT PER LOCATION	\$ 250,000
		PER CLAIM & AGGREGATE	\$ 5,000,000
		EACH ACCIDENT	\$ 25,000
		ACCIDENTAL DEATH & DISMEMBERMENT	\$ 5,000
		AGGREGATE LIMIT PER LOCATION	\$ 250,000
		PER CLAIM & AGGREGATE	\$ 5,000,000
		EACH ACCIDENT	\$ 25,000

SCHEDULE OF LOCATIONS AND NAMED INSUREDS

NAMED INSUREDS:

Voices College-Bound Language Academy

SCHEDULE OF LOCATIONS:

4075 Sacramento Avenue
San Jose, CA 95111

SCHEDULE OF VEHICLES:

NONE REPORTED

TOTAL VEHICLE VALUES: \$ 0